

On the application of English translation teaching method guided by higher-order thinking from the perspective of virtual integration

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Abstract: With the continuous development of social economy, network information technology has been widely used in the world. In the digital age, the types of translation techniques are becoming more and more abundant, and their applications are becoming more and more extensive. However, the translation teaching with technology empowerment should stick to the humanistic background, and the technology integrated into all links of translation projects should help translators make decisions and cultivate translators' higher-order thinking ability. As far as education is concerned, it has evolved into a new intelligent teaching mode under the blessing of virtual integration, which provides an opportunity for the innovative development of university translation teaching. This study specifically defines the core attributes and connotations of critical thinking, creative thinking and decision-making thinking in the process of translation, and based on this, puts forward the teaching method path of English translation guided by higher-order thinking from the perspective of virtual integration.

1. Introduction

Globalization and the rapid development of information technology have promoted the lavatory of language service industry. As a bridge connecting countries, nations and cultures, translation plays a vital role in information exchange and cultural communication [1]. Based on different theoretical paradigms, translation scholars have made a series of explorations on the modeling of translation behavior from social and cognitive dimensions, with a view to determining translation elements and their interrelationships in theory and providing reference for translation practice in procedures. However, it is limited to the framework construction at the macro level and has not touched the essential attribute of translation problem solving, thus failing to fully reveal the cognitive mechanism of translation behavior [2].

Under the background of knowledge production mode and iterative updating of industries, translation, like other liberal arts subjects, is faced with innovation and progress during changes in practice mode, theoretical research and personnel training. English translation teaching guided by higher-order thinking from the perspective of virtual integration not only promotes the development of educational informationization, but also facilitates the active exploration of new educational concepts, based on reality, realizes the connection between supply and demand of personnel training, and comprehensively improves the effectiveness of college English translation teaching.

2. Present situation of college English translation teaching

2.1. Single teaching

In the traditional teaching mode, the classroom performance is teacher-led, and the students' dominant position in the classroom is not significant, so it is easy to form rigid education in the traditional simple textbook knowledge teaching [3]. However, contemporary college students are flexible in thinking, like to pursue new things, and pay more attention to novel teaching methods. Faced with a single boring knowledge of English translation, they tend to lose interest, which is not conducive to the construction of intelligent classroom. Therefore, in the new era of virtual integrated education, teachers should pay attention to English translation practice to arouse students'

enthusiasm.

2.2. English teachers' understanding of cultivating students' higher-order thinking needs to be strengthened

Some English teachers' teaching methods still stay on the simple understanding of English words and grammar and fragmented reading of texts, which has the problem of "shallow reading" and seldom guides students to deeply understand articles.

English teachers generally pay little attention to the training of students' listening and speaking ability and flexible application ability, let alone the training of higher-order thinking ability. In the long run, students are not good at using English advanced thinking to think about problems. Only when English teachers' awareness is improved and students' thinking ability is trained in English teaching activities, can students' thinking ability and language application ability be improved.

3. Goal orientation of cultivating higher-order thinking in translation

3.1. Decision thinking

Decision-making is purposeful, feasible, selective, predictable, procedural and dynamic. Among them, the core and attribute is selection. If there is no choice, there will be no decision, but the choice must have standards. The standard of translation decision is the value standard system in which the translator is located [4]. Translation is a continuous decision-making process. At the epistemological level, it shows the readers' multiple uncertainties in their understanding of the original text, their choice of methods and their choice of values.

At the cognitive psychological level, it shows that the decision-making activities require cognitive resources beyond the translator's cognitive boundaries, which makes the translator unable to make omniscient judgments and choices. In the process of decision-making, there is more than one alternative, and the conclusion is not unique.

Translation implies a set of translation strategies, within which translators make translation decisions. The research on translation decision-making mechanism is relatively lagging behind, but it is generally believed that translation decision-making is the follow-up behavior of problem analysis, including several stages, such as target determination, analysis and design, selection and verification. Translation decisions are mainly the result of direct inspiration and rational analytical reasoning. The main decision-making methods include accessibility strategy, misplacement strategy (positioning adjustment), case judgment, attribution judgment, predictive judgment and so on.

3.2. Critical thinking

The research on the connotation of critical thinking also shows an expanding trend, from only including skill elements to paying equal attention to skills and tendencies, attitudes and character [5]. Critical thinking plays an important role in the whole process of solving translation problems, which directly affects the output quality of translated products. At the same time, critical thinking is the cornerstone of decision-making thinking and creative thinking. It is the precondition of innovation and decision-making to evaluate the creative content according to the discipline and social standards and measure the value of the whole and the part [6].

From the perspective of axiology, the evaluation of translated products has multiplicity. The relationship between subject and object needs and meeting needs constitutes a value relationship [7]. Therefore, the value standard of translation is multiple and dynamic, which is the product of specific situations. There is no so-called only correct and always correct translation. To sum up, translation problem solving is the process of unifying the cognitive system, the method system and the value system in the relationship between translation practice (see Figure 1).

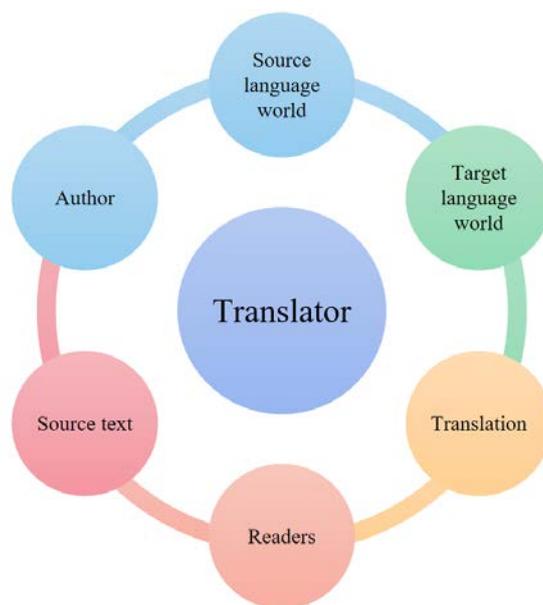


Figure 1 Systematic representation of translation uncertainty

In the irregular and dynamic macro world, the translator interacts with the source text, talks with the original author, and collides with ideas, internalizes and psychologically represents the source text, which is of cognitive uncertainty. Therefore, most translation problems are typical ill-structured problems, which are manifested in the difficulty in defining the conceptual scope of the target of translation, the non-uniformity of the translation results, the numerous restrictions on the choice of methods, and the difficulty in describing them clearly. The evaluation perspective is complex and changeable, which requires translators to have high-quality thinking ability.

Critical thinking in translation refers to the translator's critical attitude towards the subject and object of translation, which is reflected in the translator's character and self-concept. Translators seek true knowledge by constantly questioning and denying the ego and the other. Critical thinking is an important quality of high-level translators. The difference of critical thinking quality has become an important difference between novices and translation experts, which should be paid due attention to in translation teaching.

3.3. Creative thinking

Creative thinking is not the exclusive feature of one or several kinds of thinking. The so-called "creativity" is the evaluation obtained after the production of thinking results, so every thinking form has potential creativity. It is generally believed that creative thinking is related to image thinking, intuitive thinking, inspiration thinking and divergent thinking. However, in fact, the alternation of divergent thinking and convergent thinking, the alternation and synthesis of abstract thinking and concrete thinking are beneficial to innovation.

It can be said that innovation is the translator's mission and destiny, and the form of innovation is accidental, but the process of innovation is necessary and inevitable. An empirical study of cognitive science shows that novices often use symbolic translation in translation, while expert translation uses meaningful translation. And the rational mechanism for realizing the transformation from symbol translation to meaning translation is creative thinking. The quality of creative thinking is a symbol of the translator's maturity, and it is a key issue in translation education.

4. Operating procedures of translation teaching mode guided by higher-order thinking from the perspective of virtual integration

4.1. Cultivate students' ability of knowledge remote transfer

The remote transfer of knowledge refers to the application of acquired knowledge or skills to new and dissimilar situations. Localization enriches and expands the connotation and extension of

translation, and guiding students to understand localization and participate in the process of localization can be regarded as the cultivation of their remote migration ability.

When the products of enterprises need to adapt to users with different languages and cultural backgrounds, and the digitized information must be migrated synchronously, they must go through the internationalization process before entering the localization process including translation (Figure 2).

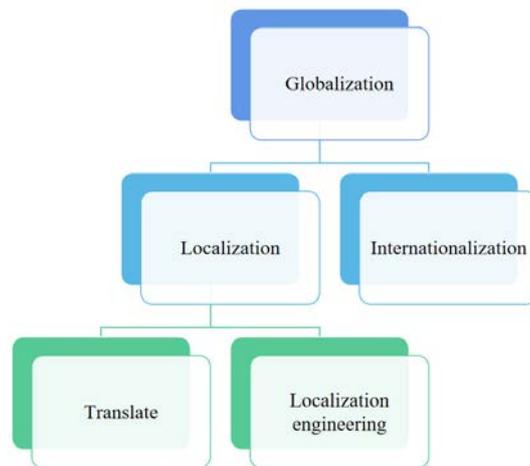


Figure 2 Globalization, internationalization and localization icons

In the process of internationalization, translators should not only strip off cultural particularity elements, but also reprocess sentences that may cause ambiguity. From internationalization to localization, every link is the key to guide students to re-understand the connotation and extension of translation, and it is also the key to cultivate students' ability of knowledge transfer in practice. In this instructional design, "user-centered translation" is a general principle, which makes students experience a completely different complex context from the past, and is of great benefit to cultivating the ability of knowledge transfer.

4.2. Comprehensive integration of educational resources

Traditional instruction in English translation seriously hinders the formation of students' divergent language thinking. In monotonous and repetitive teaching, students can't deeply understand the inner meaning of English translation. Therefore, in order to meet the development trend of education in the new era, we can actively use information tools to carry out teaching innovation with the help of virtual integration, integrate teaching resources comprehensively with multimedia as the carrier, and carry out personalized teaching under the application of characteristic translation teaching resources.

In the process of comprehensive integration of English translation education resources, teachers should organize the teaching resources of online translation for classroom application. For example, teachers classify audio and video, news reports, documentaries, etc., and organize the scattered and messy network resources into resource templates such as "translation skills", "situational experience", "language foundation", "cultural customs" and "polysemy", which are filtered and included in the network resource library, so that they can be applied quickly in class and supplement the contents of college English translation teaching courses. Under the influence of authentic English resources, students are more likely to carry out high-quality English translation around language and culture, so as to expand their translation knowledge and language thinking [8].

4.3. Establish a mind map and construct an overall cognitive system

As a kind of construction consciousness, mind map can "spread thinking and generate visualization tools, such as classification and sorting", showing a thinking mode from shallow to deep and from individual to overall structure. By means of pictures and texts, it shows the themes and their relations at all levels with related hierarchical signs, so that themes and keywords are connected with colors and image signs to form an effective chain.

Teachers' use of mind maps can help students to spread their thinking, enable students to establish an overall cognitive system, clarify the thinking and structure of the article more clearly, interpret the text in depth, and grasp the key points of the article. Higher-order thinking ability is divergent thinking based on basic cognitive level, which can be analyzed, evaluated and created. Drawing mind maps by students themselves is the process of reprocessing the original cognitive things. This process is beneficial for students to more deeply summarize, summarize and analyze the meaning of articles, improve the thinking process and content, and cultivate students' English higher-order thinking ability.

Translation teaching process includes several links, such as preview before class, classroom teaching, review after class, etc. If students encounter difficulties in pre-class preparation, they can discuss or communicate with their classmates or teachers through the higher-order thinking-guided English translation teaching mode from the perspective of virtual integration. In addition, under the guidance of the collaborative teaching mode of information technology and English translation, through collaborative inquiry learning such as teacher-student cooperation and man-machine cooperation, teachers can guide students to carry out inquiry learning and discussion on a specific problem by providing relevant information resources, and exchange views with each other, thus continuously improving students' ability to analyze and solve problems.

Uncertainties in translation problems must be combined with specific situational elements to properly eliminate them. Strategic knowledge can only play a role in the expression of tasks, the choice of methods, and the regulation and control of behaviors. Only by repeated practice in specific situations can the learning of strategy truly realize flexible construction. Translator's ability is gradually formed through the full interaction between translators and society. Only when translators actively participate in the translation community can they learn the values, norms and conventions produced by the collective. The most effective way to guide novices to become experts is to give them the opportunity to interact with peers and experts to jointly construct knowledge in this field.

5. Conclusions

From the perspective of virtual integration, the English translation teaching mode guided by higher-order thinking can promote the natural and harmonious teaching ecological environment in the specific translation theory and practice teaching. Paying attention to the translator's creative thinking, critical thinking and decision-making thinking in teaching design, focusing on solving translation problems, combining the interaction between culture, culture, text environment and higher-level thinking, and cultivating and integrating the advantages of previous translation teaching paradigms with higher-level thinking are of great significance for improving teaching performance and realizing translator's personal development and lifelong education.

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