

Ways of Training English Majors' Translation Ability in Comprehensive Universities

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Abstract. The rapid development of the economy and society at this stage is increasing the demand for high-end English translation talents. Training translators has certain special characteristics. Traditional translation teaching has many disadvantages, such as inaccurate positioning, single teaching method and content, and the specialty and particularity of developing translation talents are not taken seriously and cannot be provided to the market. Translation talents that meet the needs. Therefore, the foreign language major of higher education institutions not only shoulders the mission of cultivating talents, but also faces challenges and opportunities. It can be seen that the transitional universities should start from meeting the needs of personnel training for social and economic development, pay attention to the cultivation of students' translation ability, scientifically position, enrich the content, and promote new talents, and provide translation talents that meet the needs for social and economic development level international exchanges.

Introduction

Since the beginning of the 21st century, China's social and economic development has shown rapid momentum. Especially since 2015, the comprehensive national strength has shown leap-forward development. The strength of large countries has become increasingly rampant, and international exchange activities are inevitably becoming more frequent. Therefore, China's socialist economic construction, the quality of demand for translation talent has also increased significantly. The "Syllabus for English Majors in Colleges and Universities" requires that the cultivation of multi-industry and inter-departmental composite translators is the primary task and goal of foreign language majors in higher education institutions. However, a realistic problem is that the translation talents cultivated by foreign language majors in colleges and universities are too monotonous in terms of professional knowledge, and their comprehensive application ability is weak. They cannot meet the demand for the "quality" of talents in social and economic development, and they are seriously derailed from actual demand. A huge waste of manpower, material resources and financial resources. In recent years, the teaching content and teaching methods of translation studies have made certain progress. As an independent social science, it has made great progress compared with the past, and the curriculum has become more and more perfect, which has laid a solid foundation for the next step of talent training. Foundation. Under the great pressure of the employment of graduates of translation majors in some colleges and universities, they also began to reflect on the shortcomings of their traditional methods of teaching. They began to pay attention to the needs of talents in various industries or fields, innovate teaching methods, enrich teaching content, and explore or a scientific training system or program that is scientific, standardized, and in line with actual needs is being explored. It can be seen that despite the embarrassment on the road of specialization, standardization and identification, colleges and universities have never stopped in the training of foreign language talents.

As the main institution of local education, the transitional universities should also reflect on the shortcomings of traditional foreign language education, innovate the teaching content and teaching mode, make full use of the existing teachers, and maximize the development of a set of social and economic development needs. A translation talent training program or program that applies

capabilities. He put forward in his literature: "All local colleges and universities should consider the cultivation of the comprehensive application ability of translation talents, and develop a set of talent training programs that are in line with themselves and in line with the society." First, local universities should base themselves on market demand and grasp the relationship between supply and demand. Fully consider the local actual situation and clarify the training objectives, such as combining local culture and industrial characteristics, geographical resources, etc. to cultivate local translation talents, fully tap the advantages of foreign language majors, adjust the professional structure, and cultivate a special and multi-functional for the national society. Translation talent.

Undergraduate Teaching Requirements for Translation Majors in Colleges and Universities

In 2006, the Ministry of Education issued the "Notice on the Announcement of the Undergraduate Professional Results of the Higher Education Institutions Recorded or Approved by the Ministry of Education in 2005" (Teaching {2006} No. 1), and translated into a small number of colleges and universities. The professional code is: 050255S) In 2011, the training target proposed by the Ministry of Education in the "Undergraduate Teaching Requirements for Translation Majors in Higher Education" (Trial) is that "the undergraduate translation major of higher education aims to cultivate a universal and versatile vision with a broad international perspective. Professional translators. Graduates should be proficient in relevant working languages, have strong logical thinking skills, and have a wide range of knowledge, high intercultural communication quality and good professional ethics, and understand Chinese and foreign social culture. Basic theory of translation, better mastering the professional skills of II translation, proficient in using translation tools, understanding the operation process of translation and related industries, and having strong independent thinking ability, work ability and communication and coordination ability. Graduates can be competent in foreign affairs, economy and trade. Translation, II translation or other cross-cultural exchanges of general difficulty in the fields of education, culture, science and technology, and military.

The "Translator's Handbook" describes the professional translators as follows: comprehensively master the source language knowledge and target language knowledge, understand the two cultures, keep up with the development of the language, grasp the subtle changes and new word usage, and distinguish the translation. Language and translation, ability to engage in multi-domain translation, ability to write or ii, express translation speed, research ability, skilled use of computer software related to it, and master the appropriate language.

The Importance and Status Quo of Translation Practice Courses

Translation is a cognitive activity, a skill, an art, and a professional communication tool. Translation professionals need to master a variety of translation skills, carry out a large number of translation exercises, internalization into the translator/translator's conscious behavior. "Teaching Principles" emphasizes the relationship between practical teaching and theoretical teaching, and cultivates students' practical ability. The practical characteristics of translation require translators to undergo strict translation practice and practical curriculum teaching is "practical education", aiming at cultivating students. Ability to understand and solve problems. In foreign countries, practical education is becoming an institutionalized concept of the university. Many universities, including the Massachusetts Institute of Technology (MIT), the University of California, Berkeley, and the University of Cambridge, have infiltrated the practice education in their university concepts and missions. Thoughts and ways to improve students' practical ability.

At present, China's undergraduate translation professional curriculum system has the following characteristics: most universities attach importance to translation theory, culture and practice translation courses; many colleges and universities create professional characteristics; many colleges attach importance to practical teaching; rarely open translation analysis, Chinese, computer aided Translation and translation of vocational education courses. Translation practice curriculum teaching mode Most institutions are "teacher-centered" traditional mode, teachers first explain translation

skills, supplemented by example sentences, and then assign homework assignments to students, then teachers correct, Comment and correct the mistakes. This kind of teaching mode emphasizes the translation results, which is not conducive to cultivating students' ability to solve problems, how to reform the practical curriculum innovatively, conforming to the "Teaching Requirements" training objectives, embodying the characteristics of practice and integrating with the training of professional translators. It is worth pondering.

Translation ability of qualified translators

As a qualified translator, the necessary translation skills are indispensable because of the complexity of translation activities, which involve communication activities in various fields. Domestic and foreign translation scholars have defined the definition and connotation of translation ability differently. In 1992, Nord explained the translation ability as follows: "Translation ability mainly covers text acceptance and analysis ability, research ability, transformation ability, text production capacity, translation quality evaluation ability, source language and language ability of target language". In 2000, through empirical research, the PACTE research team of the Autonomous University of Barcelona in Spain proposed that "the translation ability model consists of six parts: transformation ability, bilingual communication ability, professional ability, non-linguistic ability, psychophysiological ability and decision-making ability". A variety of competencies are a must-have for a qualified translator to cope with the various unexpected issues in the translation process.

In the different time periods of the actual teaching and learning of translation, the traditional translation professors and the shortcomings in the learning are often scrutinized. The teaching workers can choose a flexible teaching method, for example, exchange and simulate some during the class. The scene is taught and learned, so that students can learn more in actual operational activities. The foreign language school where the author works is based on the professors and learning methods of practical operation. The author's place of work chose the way of teaching based on real activities in the process of improving the translation professor and learning. It can be concluded from the fact that the effect of this method is particularly obvious. Students can clearly understand the whole dynamic operation of the translation operation when they participate in the project, and improve the learners to realize the fundamentals of the translation project. Students are more interested in learning about the interest of translation activities, and the role of professors has also been greatly improved.

This kind of teaching has the following advantages: First, the professor plays the role of guiding students, mainly to educate students to have the quality of translation, emphasizing the main purpose of students to actively learn in the process of translation, and enhance the students Secondly, when teaching, not only in class, but also in class, learners can go online to find and translate useful historical content, use professional to find professional language, use search tools and network All-round books and so on to get the content that students want to know, improve the speed of translation; Third, all the content used in translation, in line with the real needs of the current society; Fourth, the learner got a lot of translation of the actual operation.

Main Problems in Traditional Translation Teaching in Transitional Universities

Traditionally, the traditional teaching mode has severely hampered the teaching of English translation in China. Teachers often cannot get rid of the limitations of teaching materials, resulting in insufficient practical ability of students, failing to consider the comprehensive ability of students, and being out of touch with society. This year, although the combination of theory and practice has been paid attention to, the use of the first translation practice, after the answer reference, but still cannot get rid of the traditional teaching mode and means of the teacher center, resulting in some drawbacks. First, in the traditional teaching system composed of teachers, students and textbooks, students fail to play or lose their subjective learning ability, which is unfavorable to development. Second, the translation material is out of form. The translation materials in science and technology, such as science and technology and law, which are closely related to work and life, are completely separated

from the students' real living environment and market demand. Therefore, the translation teaching with the needs of the social market should be practical and practical, and the translated text materials should be diversified. Third, the teaching methods have not kept pace with the times, and modern translation tools such as networks and software are underutilized. Fourth, the student translation practice course is seriously inadequate. Translation practice is an important basis for the improvement of students' translation ability. This foundation is relatively weak in domestic translation teaching. Many of the above ills have seriously weakened the effectiveness of students' translation ability training, making it difficult for students to perform translation work based on actual needs of society.

The Ways of Training English Majors' Translation Ability in Transitional Universities

At present, the teaching methods and contents of English translation teaching are still relatively traditional, and the training of translation skills and students' innovative spirit has not received enough attention. Therefore, it is necessary for local colleges and universities to clearly define the development of English translation majors in accordance with their own real situation, and establish a practical curriculum system. The teaching model and teaching methods should also be based on the "translation application ability" and enrich the teaching content. Innovative teaching methods are used by students of translation majors to meet the needs of social development and the need for translation communication at home and abroad.

Defining the orientation of translation and cultivating translation professionals who adapt to the needs of the society is an independent discipline. It is different from foreign language majors. The two have different goals in talent training. The translation profession has a clear understanding of the cultivation of talents. Employment needs. All along, people mistakenly confuse translation teaching with foreign language teaching, and believe that as long as they have foreign language ability, they can be competent for translation work, and disregard vocational skills training. People should not neglect the specialty and particularity of the cultivation of translation talents. Therefore, if conditions permit, it is necessary for the transition institutions to declare translation majors or set up translation directions. If you do not have the conditions for applying for translation, you should give full play to the advantages of the existing foreign language majors, fully integrate the local humanities and economic characteristics, and enrich the content of foreign language teaching and innovative teaching methods. The realization of this goal is inseparable from a strong faculty. Therefore, it is most important to ask us to build a team of translators with professionalism, systematization, diversity, high social responsibility and mission.

Conclusion

The society needs to have high-quality foreign language translators. This requires a deeper understanding of translation. It requires everyone to take the initiative to find a path for the transformation of higher education institutions to train qualified translation professionals, so that the translation professors and learning are more reasonable and more reasonable. Science can ultimately serve the local economy.

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