

A study of college English translation teaching based on situational cognitive theory

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Abstract: With the increasing demand for English translation talents year by year, in order to seize this development opportunity, universities have accelerated the reform of English translation teaching, which is conducive to improving the translation quality of translation talents and creating more employment opportunities for students. College English teachers can integrate situational cognitive theory into translation teaching and create question situations around teaching content to stimulate students' interest in learning. To create business English translation situations, promote the integration of job skills and translation teaching, and improve students' translation ability; To create a cooperative and communication situation to activate the classroom atmosphere and stimulate students' enthusiasm for independent learning; To create English-Chinese translation situations to cultivate students' cross-cultural understanding ability, so as to improve the quality of college English translation teaching.

Key words: situational cognitive theory; College English translation; Importance; Teaching strategies

Introduction:

Translation is an important part of college English teaching, including translation theory, applied translation and translation culture, which is conducive to improving students' language ability, logical thinking ability, comprehension ability and cross-cultural understanding ability. Due to the differences between Chinese and English languages, cultures and language habits, many students use literal translation in English translation, which is not accurate and artistic enough. In order to improve students' English translation ability, college English teachers can combine English translation theory with translation context based on situational cognition theory, guide students to analyze the text content in context, help them to clarify the translation points, understand the differences between English and Chinese, and further improve their translation ability. At the same time, teachers should create different translation situations according to the teaching content, collect translation materials such as business English translation and American and American literature, and integrate the situational cognition theory with translation teaching through reasonable teaching plans, so as to deepen students' understanding of translation skills, so as to improve the quality of college English translation teaching.

1. Analysis of situational cognition theory

1. The concept of situational cognition theory

The theory of situational cognition originated from 1980s to 1990s. The famous psychologists Brown and Collins made a systematic and comprehensive elaboration of this theory, analyzed the relationship between situational cognition and learning theory, and believed that knowledge is continuously developed and transmitted in situations. It can help individuals understand complex abstract knowledge and further improve their learning ability. Situational cognition theory emphasizes the correlation between learning process and situation. It advocates that teachers deal with knowledge points in situations, create different situations around knowledge points, combine theory and practice, guide students to transfer knowledge from one situation to another, and improve their ability to draw inferences from one situation to another. Context, content and motivation are the main elements of situational cognition theory, which is conducive to guiding students to learn knowledge in context, allowing them to explore new knowledge in combination with life situation and knowledge, and further improving their independent learning ability.

2. Features of the theory of situational cognition

First of all, knowledge contextualization is the most significant feature of situational cognitive theory, including theoretical knowledge context, practical context, problem context, etc. It connects teaching activities with comprehensive practice, contextualizes knowledge, and enables students to master more knowledge through practice, deepen their understanding of knowledge in practice, and further cultivate students' good learning habits. At the same time, the theory of situational cognition is applicable to language teaching. It creates situations around language and culture and situates knowledge points such as vocabulary, grammar and translation, so that students can master various kinds of knowledge in the context, so as to improve their language ability. Secondly, the theory of situational cognition also advocates that learning should be transformed into life. On the one hand, teachers should dig out the learning materials contained in life and expand the content of textbooks; on the other hand, they should create life-based situations to help students complete their learning tasks. College English teachers can create translation teaching situations based on daily life, so that students can improve their English translation ability in practice and summary.

2. The importance of using situational cognitive theory in college English translation teaching

1. It is conducive to stimulating students' interest in learning

Based on the background of situational cognition theory, teachers can use micro-lessons to create English translation situations, such

as English conferences, English movies, etc., to create an immersive learning atmosphere, further stimulate students' interest in learning, and let them analyze the discourse in combination with the context, so as to improve their translation ability. At the same time, teachers can guide students to imitate video content and let them carry out role playing activities, such as learning business English translation knowledge through simulated English business talks, learning British and American culture through English movie situations, further enriching students' English knowledge reserve and stimulating their enthusiasm for independent learning.

2. It is conducive to improving students' practical ability

English translation teaching in colleges and universities should promote the integration of translation theory and practice teaching, build an integrated teaching mode of theory and practice, infiltrate situational cognition theory, create different English translation situations, guide students to analyze English words, grammar and phrase knowledge in situations, help them accurately and completely translate texts, and improve their translation practical ability. At the same time, under the situational cognition theory, English teachers should attach importance to the cultivation of students' subjective initiative, carry out teacher-student interaction and student-student interaction, so that students can master knowledge and complete learning tasks in the interactive communication, stimulate their enthusiasm for independent learning, guide them to take the initiative to understand British and American culture and business English knowledge, and further improve their translation ability.

3. It is conducive to improving the efficiency of English translation teaching

Under the situational cognition theory, college English teachers can set different situations to enable students to reason and understand English words, grammar, phrases, proverbs and other knowledge in specific situations, so as to further improve their discourse analysis ability and cross-cultural understanding ability, and thus improve their learning efficiency. In addition, teachers can also carry out thematic English translation teaching, create thematic situations, guide students to use the Internet to collect knowledge about British and American culture, Chinese and Western festivals, proverbs, etc., cultivate their ability to actively seek knowledge, organize English-Chinese translation activities, and encourage students to translate independently, so as to improve the quality of college English translation teaching.

3. College English translation teaching strategies based on situational cognition theory

1. Actively create problem situations to stimulate students' interest in learning

Under the situational cognition theory, college English teachers should actively create problem situations around the teaching content to further divergent students' thinking, guide them to explore relevant knowledge of English translation, and further enhance and stimulate their enthusiasm for independent learning. For example, when teachers explain the relevant knowledge points of "literal translation and free translation", they can use micro-lessons to introduce the unique customs of the Mid-Autumn Festival, and design the following questions: How would you introduce the Mid-Autumn Festival to foreign friends? How to introduce the custom of appreciating the moon on the Mid-Autumn Festival? Guide the students with these questions to analyze the micro lesson, collect the relevant translation knowledge of the textbook, and further clarify the teaching focus of this lesson. First of all, teachers can play the introduction video of the Mid-Autumn Festival in English and add English commentary, so that students can find answers to questions in the micro-lesson and exercise their English listening and translation skills. For example, in the video, a foreign friend faced the moon and said "It was an old and ragged moon". I have instructed students to think about how to translate this sentence and further divergent their thinking. Some students think that the literal translation can be translated as "this is an old and ragged moon", which is obviously inappropriate in the video, and should be translated as "This is an old and ragged moon". Secondly, teachers can guide students to introduce Mid-Autumn Festival in English, let them introduce this traditional festival to foreign friends, stimulate their love for traditional Chinese festivals, let them shoulder the responsibility of spreading excellent traditional Chinese culture, and further improve the quality of English translation ideological and political education.

2. Create business English translation situations to improve students' practical ability

English teachers should combine translation theory with practical teaching, create situations based on English translation skills, construct real classroom practice situations, highlight students' dominant position, strengthen students' understanding of translation knowledge in the context, and further improve their English translation ability. First, teachers can create a business English translation teaching situation to introduce common sentence patterns, English contract templates and business English etiquette in English business talks, so that students can understand the real business English translation skills and stimulate their enthusiasm for independent learning. For example, teachers can organize role playing activities, let students play the roles of Party A, Party B, English translator and Chinese translator respectively, let them simulate the scenes of English business talks, let them practice translation in the situation, deepen their understanding of business English etiquette, English contract and other related knowledge, let them feel the cultural differences between English and Chinese, and cultivate their cross-cultural awareness. Second, teachers can organize role-playing activities to comment on students' business English translation grammar, English meeting minutes and English contracts, point out the translation problems, encourage students to evaluate each other, let them actively participate in the interaction in translation class, create a good classroom teaching atmosphere, and further improve the quality of English translation teaching. College English teachers should adhere to the employment-oriented approach, actively create business English teaching situations, focus on the cultivation of students' practical translation ability, let them know the content of English translation work in advance, stimulate their interest in learning, and further improve their English translation level.

3. Create a cooperative communication situation to improve students' translation ability

Situational cognition theory emphasizes the integration of knowledge and activity situations, and advocates the development of multiple interactive teaching. College English teachers should actively carry out group cooperative teaching, create cooperative communication situations, promote effective interaction between students and teachers, create a harmonious, equal and democratic classroom atmosphere, let students take the initiative to participate in classroom interaction, improve their class participation and sense of experience, and further improve the quality of translation teaching. For example, teachers can collect this year's CET-4 reading comprehension texts, take them as translation teaching cases, let students freely form a group, submit a group translation report, promote communication and sharing among students, and further improve their thinking ability and translation ability. Each group can analyze the reading comprehension text, first clarify the theme of the text, and then summarize the general idea of each paragraph. Finally, translate the text paragraph by paragraph and sentence by sentence, extract the core words and key sentences, and further improve the group translation report. In addition, teachers can organize CET-4 reading comprehension translation demonstration activities, in which each group reads the original English reading comprehension text, shares the translation report of the group, points out the classic sentence patterns and key sentences, and encourages each group to ask and answer each other and evaluate each other, so that each group can participate in translation teaching. The teacher will make final comments on the translation results of each group, point out the existing problems, guide the students to conduct in-depth analysis of the reading comprehension text, let them analyze the English translation skills, and further improve their English translation ability.

4. Carry out English-Chinese translation teaching to improve students' cross-cultural understanding

College English teachers can collect materials such as ancient poetry and English poetry, actively carry out English-Chinese translation teaching, create interesting translation situations, guide students to explore English-Chinese translation skills, and improve their cross-cultural awareness and understanding ability. First of all, teachers can collect the English Tang poems translated by Xu Yuanchong, a famous Chinese translator, so that students can experience the beautiful artistic conception, concise wording, and points for attention in the process of translation between English and Chinese. For example, teachers can lead students to appreciate "His lessening sail is lost in boundless azure sky" in Li Bai's Yellow Crane Tower Sends Meng Haoran to the Boundless Mausoleum, translated by Mr. Xu Yuan-chong, and let students analyze Mr. Xu Yuan-chong's wonderful vocabulary and grammar. Guide them to try to translate ancient poems into English, let them experience the process of translation between English and Chinese by themselves, stimulate their love for ancient poetry, and further improve college students' English translation ability. Secondly, teachers can recommend English classics, such as the classic fragments of Jane Eyre and How Was Steel Tempered, and encourage students to translate fragments of English novels into Chinese, so that they can master the trick of free translation, enrich their English knowledge reserve and further improve their English translation ability. Through English-Chinese translation, students can understand the knowledge of British and American culture, customs and proverbs, master English translation skills, and lay a good foundation for future employment.

4. Conclusion

College English teachers should fully interpret the theory of situational cognition, organically combine situational teaching with English translation knowledge, create diversified English translation situations, guide students to understand and master English vocabulary, grammar, classic sentence patterns, American and American culture and other knowledge in the situations, further enrich their English knowledge reserve and stimulate their enthusiasm for independent learning. Teachers can create problem situations, business English translation situations, cooperative communication situations and English-Chinese translation situations to link English translation skills with translation teaching, further improve students' English translation ability and thus improve the quality of English translation teaching.

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