

Original Research Article

A Preliminary Study on Art English Translation Teaching in Art School

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Abstract: English teaching in art colleges has always been a perennial problem. Due to various reasons such as enrollment conditions and professional characteristics, most students in art colleges are lack of interest in English and have a poor English foundation, which poses a great challenge to English teaching. In such an overall environment, the art and English translation teaching is even more difficult. Art English translation is an indispensable course in art colleges and universities. There is an urgent need for art English translation in the aspects of international cultural exchange and art knowledge dissemination, the understanding and mastery of art information at home and abroad, and the collection and sorting of documents and materials. However, art English translation courses face many problems and challenges in the aspects of college English teaching arrangement, students' foundation, quality of teachers and selection of teaching materials. Based on the author's teaching practice and thinking of art English translation teaching in recent years, this paper puts forward some countermeasures for the above problems, and hopes to attract the attention and research of teachers and scholars to the teaching of art English translation teaching in art colleges.

Keywords: Art school; Art English; Translation teaching

1. Introduction

English teaching in art colleges has always been a perennial problem. Due to various reasons such as enrollment conditions and professional characteristics, most students in art colleges are lack of interest in English and have a poor English foundation, which poses a great challenge to English teaching. In such an overall environment, the art and English translation teaching is even more difficult. Based on the author's English-Chinese translation teaching in a fine arts college in southwest China, this paper discusses the necessity, current situation and common problems of art English translation teaching in art colleges, as well as countermeasures, so as to throw a brick to attract jade, and hope that this field with less attention can get more attention and research.

2. The Necessity of Art English Translation Teaching in an Art School

The exchange of international culture and the dissemination of art knowledge, the understanding and mastery of today's art information at home and abroad, and the collection and collation of papers and documents all have an urgent need for art English translation. With the continuous development of China's social economy, international exchanges are becoming more and more frequent, and cultural and artistic exchanges are no exception. A large number of English books, periodicals, Internet information and so on have become important materials for people to learn. In recent years, with the continuous improvement of living standards, ordinary people are no longer satisfied with adequate food and clothing, and the cultural demand is also increasingly high, especially the thirst for art knowledge. In this case, it is necessary for a large number of art English translators to translate a large number of classic art English classics and international cutting-edge art classics and information into Chinese, so as to provide art learning materials for ordinary people. As the cradle of art professionals, art colleges and universities should inevitably shoulder the responsibility of training and cultivating art and English

translation talents, so the teaching of art and English translation has become an indispensable link. Under the trend of globalization, students of art colleges want to understand, absorb and digest and use a large amount of information about art frontiers at home and abroad to become leaders in their professional field. As the lingua franca in today's world, English has become the carrier of a large amount of artistic information. Therefore, for students in art colleges, it is urgent to transform art English information into Chinese, which highlights the importance of translation teaching activities. Students in art schools are faced with the task of writing papers, especially for students majoring in history theory. In the process of paper writing, the collection, sorting and internalization of literature data is an essential link. In many cases, it is necessary to directly quote the articles or works of other researchers. In this process, a large amount of important English literature is inevitably needed and used. Moreover, the process requires a very accurate translation of English literature. This further strengthens the necessity and urgency of art English translation in art schools.

3. Current Status and Main Problems of Art English Translation Teaching in Art Colleges and Universities

3.1. Current Situation of Art and English Translation Teaching

According to the Requirements for College English Course Teaching, "College English courses are the improvement and expansion of English teaching in the basic education stage, and the main purpose is to further improve students' ability of listening, speaking, reading, writing and translating on the basis of high school English teaching". However, in the specific teaching process, due to the limited time of the course, teachers usually focus on, most of the vocabulary, reading, listening and writing, can not arrange special translation teaching time. In the author's school, for example, as the two years of teaching reform and the adjustment of school teaching focus, college English class has reduced from 296 hours to 176 hours, up to 40%, this, including listening, speaking, reading, writing, translation, college English teaching arrangement has brought great challenge: more task, less class, it is difficult to emphasize five skills at the same time. Therefore, in the teaching arrangement, teachers will usually focus on it according to their different learning conditions and teaching conditions. Generally speaking, reading, writing, listening and oral English have specific class hours and homework requirements, but there is no special class hours and exercises for translation. Therefore, translation teaching mainly relies on the understanding of the text and the impromptu translation practice of a few sentences. There is no doubt that such college English teaching arrangement basically cannot provide an effective pre-class reserve for art English translation teaching. Students in art colleges have many unoptimistic performances in English foundation, professional vocabulary, art background knowledge, translation practice and other aspects. In terms of English foundation, the English foundation of art college students is generally not high, which is also the current situation that must be faced in the teaching of art and English translation to Chinese. Due to the particularity of the majors of art colleges and universities, art colleges and universities generally have low requirements for students' English scores. In recent years, some majors have no single subject score limit on English. This conventional practice makes the overall English level of art college students poor and uneven. Taking grammar as an example, many students do not have an overall grammatical framework system, so they cannot correctly understand the meaning of the sentence when they encounter a slightly complex long and difficult sentence, which directly affects the accuracy of translation. In terms of vocabulary, many students have very little accumulation of general English vocabulary, and the vocabulary of professional English is very limited. Therefore, translation takes a lot of time to look up the dictionary and choose the meaning of words,

and the energy and time of taking into account the syntactic structure and chapter structure are greatly affected. Background knowledge, the author school professional English translation courses in grade one next period, and for first one students, because of entering the university time, not long, most students in the aspect of professional background knowledge accumulation is not rich, so in, reflect when also need to spend a lot of time to expand professional knowledge, it will also affect the students translation time. In terms of translation practice, most students do not practice much in general English translation, and the practice of artistic English translation is almost zero. Translation is a comprehensive embodiment of English level. In view of the current situation of students in vocabulary, grammar, background knowledge and translation practice, teachers need to deal with the situation in English-Chinese teaching is more complex.

3.2. Main Problems Faced by the Art and English Translation Course

Art English translation teaching puts forward high requirements for the overall quality of teachers. Teachers should not only be familiar with translation theories and skills, but also have a direct grasp of art knowledge. It is best to have a lot of art translation practice, so that they can do skilled in teaching. This is a great challenge for the English teachers. Under the background of the current expansion of most colleges and universities, English teachers teaching task is very heavy, in the author's school, for example, English teachers must finish annual workload for 360 hours, not only that, the actual teaching, many teachers have to complete the extra teaching class, under such a heavy teaching task, it is difficult to spare a lot of time, line learning and accumulate special knowledge of art, it is difficult to take time for a lot of art translation practice or the study of art translation works. Therefore, teachers are inevitably powerless when teaching. Nevertheless, these qualities of the translation teachers are indeed essential. For example, Cao Yumin pointed out that art and English translators should extensively understand foreign art history and art techniques, and should have a general understanding of the historical art trends, movements, representative figures and their works and creative characteristics(Yang Qimeng,2024). Ackerman also pointed out that translation itself is a cultural process, not only about language, but also about all aspects of human cognition. At present, there are many art English courses on the market, but most of them are oral and reading materials, while the translation courses are very few. Therefore, in the teaching process of art English translation course, teachers are easy to fall into the situation of unrestrained and no books to rely on. At the same time, they must spend a lot of time to explore and polish the specific content of the teaching(Zhang imu,2023). Due to the lack of unified teaching materials and syllabus for English translation teaching, the schools also have a strong randomness in teaching arrangement. Therefore, this is also an urgent problem to be solved.

4. Measures Taken to Deal with the Problems in Art English Translation Teaching in Art Colleges

Faced with such a grim situation, how should art English translation teaching in art colleges deal with it? Indeed, there are many problems, but the water, no matter how many problems, as long as the right direction, one by one, it is possible to solve these problems. Although the front-line teachers cannot change the overall class arrangement of the country and the school, they are expected to improve continuously in other aspects, and ultimately improve the teaching effect of the art and English translation course. Based to the teaching practice and thinking of art English translation in recent years, the author puts forward some of my own attempts and coping methods in view of the above problems.

4.1. Basic Aspects of English Language

In terms of basic English, the main problem is grammar, which cannot be ignored in translation teaching. It must be paid attention to and can be solved from three aspects. First of all, if possible, 2~3 class hours will be specially arranged to explain and strengthen the overall framework of English grammar and important knowledge points, such as basic sentence patterns, tense voice, clauses, non-predicate verbs, etc. In order to improve the learning efficiency, this part can be prepared with grammar materials for students to learn in advance. Second, after-school online tutoring can be used as a very effective grammar auxiliary learning method. With the continuous popularity of smart phones, almost every college students have a smart phone, and most of the students also like the way of online communication. For example, QQ groups or wechat groups can be established, in which teachers regularly give some translation problems or sentences involving grammar for students to discuss, so as to consolidate students' grammar knowledge. At the same time, students can also raise grammar-related questions to discuss in the group. Third, the team members homework mutual change mechanism, homework change focus on the process of language, method, team members discuss cannot solve the problem submitted to the teacher, by teaching, unified division in class, this method can fully effectively mobilize students, initiative, promote students to actively participate in translation practice, can also modify teachers, problem before solving some basic, but the number of problems, maximum save time, improve the effectiveness of classroom teaching

4.2. Art and English Vocabulary Aspects

In terms of artistic English vocabulary, we can also start from three aspects. First of all, the teachers collect and sort out a part of the art English vocabulary, and send it directly to the students, as a preliminary vocabulary accumulation data. Secondly, students are encouraged and required to expand the amount of art English reading, effectively improve the repetition rate of professional vocabulary through reading, and promote the further accumulation of students' vocabulary. Third, and the most important point, adopt the way of team members mutual cooperation, selected by team members or designated a required book, each part of intensive reading, in the process of intensive reading, part of the art professional vocabulary, and then put each member of the vocabulary summary, constitute a complete vocabulary data. Finally, integrating the vocabulary data of several groups in the class will form a very useful art English professional vocabulary, which can be shared in the whole class and used as a very useful translation tool for the whole class. Of course, in this process, teachers need to invest more energy to control the selection of professional books and the accuracy of vocabulary, to ensure the applicability and effectiveness of vocabulary materials.

4.3. Art Background and Knowledge

In terms of art background knowledge, this problem is relatively easy to solve. Teachers only need to recommend some Chinese art reading books to students according to the teaching content. With the continuous learning and accumulation of professional knowledge, students can effectively respond to the translation needs of art and English. At the same time, “ the combination of English teaching in art colleges and universities with art professional knowledge can effectively enrich the English teaching content, so that students can make reasonable use of their own English knowledge in practice, so that students can develop in an all-round wayOften (Lulu, 2024).”In background knowledge learning, can refer to the group learning method to promote, into the knowledge,” group learning content is relatively rich, teamwork ability, quantity, also have interpersonal communication between members, members of the information transmission ability, decision-making ability, crisis management ability, etc., this a series of ability can be exercised in the group learning(Xu Chunmei, 2019).”

4.4. Translation Practice Aspects

In terms of translation practice, what most students do now is the translation homework in and out of class assigned by teachers. The author believes that teachers can appropriately increase the amount of homework according to the actual situation of students, but more important is to stimulate and encourage students to participate in translation activities through other ways. For example, in the author's school, there are two relatively innovative translation practices (Julie, 2017). One is to cooperate with the magazine to regularly compile some art articles, which teachers lead students to translate. The second is to cooperate with other departments or institutions of the university to translate some posters or articles such as work introduction, exhibition introduction, activity introduction, and teachers still lead students to translate. This kind of activity is of very great significance. First, this similar program translation mode can be very effective in improving students' translation skills. Usually, the teacher first assigns the students to translate the corresponding content, and after the students complete the translation, they will submit the first draft to the teacher for inspection. After the teacher returns the feedback to the students, the students will translate again on this basis, and then submit it to the teacher, and the teacher will make the final adjustment and polish. If time allows, this mode of "translation — modification feedback — re-translation" can be added 1 to 2 times to ensure that students repeatedly practice the translation skills learned in class in practical practice, which can play a great role in promoting the improvement of students' actual translation ability. Secondly, due to the quota limit, teachers can only choose some students to participate, which will undoubtedly cause a competitive pressure among students, promote students to translate more actively, and strive to participate in formal translation activities after being selected. Third, because published compilation articles will have a signature, some translation activities will also by the client give students a small amount, translation costs, these will play a positive role in the students, let the students, realize to participate in the translation practice can bring all aspects of the harvest, so as to drive more students to actively participate in the translation practice.

5. Conclusion

In general, with the continuous development of China's economy, society, culture and foreign exchanges, as well as the importance of college education to students' international vision, the necessity of art English translation teaching in art colleges has been certain. Although there are still many difficulties at present, but through the unremitting efforts of countless art and English translation teachers and students, we can certainly find an effective way to deal with these difficulties.

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