Original Research Article

Research on Teaching Countermeasures of Practical English Translation in Universities

Haoran Ma

Xi'an FanYi University

Abstract: The teaching goal of practical English translation is to help students master practical language knowledge, strengthen their own basic language ability, and lay a foundation for better practical English translation work. Facing this goal, this paper analyzes and studies the characteristics of practical English translation, and puts forward the specific teaching countermeasures in view of the current teaching situation, so as to provide reference for practical English translation teaching, in order to improve students' English translation skills and promote the development of their language ability. According to the translation content, English translation can be divided into literary translation and practical translation. The translation of the functional text used for communication in daily life is called the practical English translation, which covers technology, advertising, marketing, conference and other fields. In the specific application process, its biggest characteristic is to have a strong practicability. With the continuous expansion of English use, all kinds of economic activities and communicative activities, the demand for practical English translation is constantly increasing. In view of the professional and practical characteristics of practical English translation, English translators should have a deeper understanding of language translation strategies and contextual semantics. This requires the practical English translation teaching in colleges and universities to strengthen innovation, and with the help of the practice of this channel, exercise students' translation skills, accumulate more practical experience, to lay a foundation for better participation in the translation work.

Keywords: College education; Practical English translation; English teaching

1. Introduction

English translation itself is a practical skill, which lays a foundation for students' application in the future. With the continuous implementation of the practical talent training plan in China at the present stage, universities at all levels pay more attention to the improvement of students' practical ability and comprehensive quality in the process of talent training and construction. Practical English translation teaching is an important way to effectively improve students' listening, speaking, reading, writing and translation ability in the process of English translation learning, which lays a foundation for their future work and application. But there are many problems in the actual teaching process hindered the practical English translation teaching effect, is not conducive to improve students' practical ability, analyze the problems of the status quo of the research implementation strategy can not only improve teaching, effect, more important can communicate for our country and the world activities training English translation talents, promote the comprehensive strength of our country(Hu Yun,2024).

2. Features of the Practical English Translation

Practical English mainly refers to the English that can help the subjects involved in communication to express their emotions and ideas in the foreign environment. It is mainly based on the professional background, covering the meeting language, work negotiation language, product description language, etc. Translators

engaged in practical English translation should have a strong professional nature and professionalism, put themselves in the workplace environment, and output the translation content through role transformation, so as to provide correct language information for the communication and cooperation between the two sides. In order to ensure the accuracy of practical English translation, we must understand the language characteristics of practical English translation: first, the accuracy of vocabulary. Because practical English translation is mostly used in specific work scenarios, it involves a large professional vocabulary, and the words should be more accurate in different contexts. The second is the expression of writing. The translator is usually required to master the characteristics of the language and complete the expression with the help of a specific format. For example, letters, contracts, meeting minutes, etc., all require the translator to understand the formatting sentence structure to ensure the formal and accurate translation content. This requires English translators in addition to accumulate a large number of professional vocabulary, but also familiar with different working scenes, according to different format requirements to complete the English expression. Third, the content of the brief introduction(Zhan Yanping, 2023). In the professional field, the language instrumental function of English is maximized. Whether it is a meeting or a negotiation, the use of English language should be professional and concise, which can clearly express the ideas of both sides, and lay a good foundation for the follow-up work. Translators should grasp the characteristics of practical English, use more professional vocabulary, complete the language output more accurately, and make the expression concise and professional.

3. Analysis of the Current Situation of Practical English Translation Teaching in Colleges and Universities

3.1 The Content of the Teaching Material Lacks Practicality

With the acceleration of economic globalization and the emergence of the development trend of cultural diversification, the social demand for English talents is constantly increasing, and the requirements for the ability and quality of English talents are also improving. English translators should not only have strong English listening, speaking, reading and writing skills, but also need strong professional translation of specific materials. This position requirement increases great pressure on practical English translation teaching. However, by analyzing the current situation of practical English translation teaching, it can be found that the teaching materials adopted by most colleges and universities are relatively simple, some teaching materials are updated too slowly, lack of content suitable to the development of contemporary society, and do not accord with the learning characteristics of students' learning needs and extensive interests. For example, in the practice of English translation, teachers still choose classical literary works as teaching cases, and ask students to translate the content of literary works. This kind of literature translation teaching materials are often old and out of touch with the current professional environment and social background, so it is difficult for students to gain a sense of identity from them. The translation exercises are more mechanical and inefficient, and it is difficult to highlight the practicality of translation practice teaching activities. The extracurricular teaching materials selected by teachers are mainly translated into related articles, and adopt the tactics of asking questions, requiring students to complete the specific translation tasks within the specified time. This kind of weak practice content not only makes the translation divorced from the language environment, but also reduces the scientific objectivity of translation activities and reduces the practical effect of translation teaching content.

3.2. Insufficient Amount of Translation Practice Teaching Activities

The development of practical English translation started late in China. After the opening of specialized English in the 1980s, the research on commerce, economy, science and technology was carried out. However, the specific research content is still limited to the analysis of language characteristics, and the research on translation teaching methods is still blank. Although with the development of education in China, the practical English translation teaching has been comprehensively innovated, but the practical teaching is unbalanced. The main reason is that many colleges and universities do not pay attention to the construction of practical English translation training courses, but only add practical English content to the original class and carry out relevant exercises. This kind of translation teaching activity has certain limitations, and the development of students' translation ability is limited, unable to master more translation skills and methods. At the same time, the development of practical English translation practice activities requires teachers to complete the design of teaching content by understanding the theories and skills of practical English translation on the basis of the practical characteristics of practical English translation. However, the reality is that some teachers lack practical English translation experience and have a comprehensive understanding of the current scope of practical English translation. When guiding students to participate in translation practice, teachers cannot implement targeted teaching guidance according to the needs of students, the effect of translation activities is not good, and students cannot improve their translation ability in the activities.

3.3. Lack of the Embodiment of Students' Subject Status.

In the actual teaching process, students are not fully played, and teachers are mainly taught, while students only passively receive and learn. At the same time, they lack the combination of students' own interests, hobbies and future employment fields. At the same time, the teaching progress does not fully reflect the training differences between different learning abilities and basic students, making the students with strong learning ability lack the cultivation of innovation ability, lagging behind the students can not keep up with the teaching progress(Shen Pinxu,2023).

4. Countermeasures of Practical English Translation Teaching in Universities

4.1. Pay Attention to Cultivating Students " 'Four Consciousness' and Improve Students" Understanding of Translation Theory

The practical English translation teaching in colleges and universities focuses on the three modules of translation skills, translation in specific fields and translation practice, and attaches great importance to the cultivation of students' English translation skills and practical application ability, which is a targeted and practical course. Practical English translation is rich in content and close to reality, and has a very close relationship with social needs, college education goals and industry employment requirements. In the context of economic globalization, practical English translation teaching in colleges and universities is of great help to cultivating compound talents with high-level and comprehensive skills. However, college students' cognition of practical English translation is not comprehensive enough. In the early stage of learning, many students are only satisfied with looking for similar or equivalent words in language expression, ignoring the communicative effect of translation and the tone to be expressed, resulting in the incomplete translation expression. Therefore, in the teaching of English translation in colleges and universities, it is necessary to enhance students' understanding

of translation theory, and make it clear that translation is not a one-to-one reciprocal exchange between two languages, but to give full play to the "four consciousness", namely, keen subject consciousness, methodology consciousness, conscious theoretical consciousness and innovation consciousness. Students should be asked to treat practical English translation activities correctly, pay attention to the rational application of translation theoretical knowledge in practical English translation activities, abandon the useless views and personal consciousness in translation, so as to improve the transformation of theoretical knowledge into their own skills. In addition, teachers should also teach the students relevant translation theories, translation standards and translation methods, and through some examples, let the students know how to be loyal to the original text, under what circumstances to use literal translation or Italian translation, follow the practical English translation theory, and accurately translate the text content in place. For example, when the primitive form needs to be maintained and its meaning is also required to be expressed fully, most literal translation needs to be used, while when the form becomes a translation barrier, Italian translation is needed(Chen Juan,2023). .

4.2. Pay Attention to the Cultural Differences in Practical English Translation, and Strengthen the Cultivation of Students' Cross-Cultural Ability

Language is an important part of culture, and it is an important carrier for inheriting culture and carrying forward culture. Influenced by various factors such as national customs, national culture, natural environment and religious belief, the same word has a variety of meanings in different countries, different nationalities and different social backgrounds. For example, "It was Friday and soon they'd go out and get drank.", which most students will translate as "Friday is coming, and they can have time to go out drinking again."But in the context of British society, it should be translated as "When Friday payday arrives, they will go out and get drunk again". It can be seen that under different cultures and social backgrounds, the understanding of the same English vocabulary is quite different (Zhang Qingmin, 2022). Therefore, in the teaching of practical English translation in colleges and universities, students should be guided to dig deep into the cultural implication of the text, understand the cultural differences between China and the West, and carry out targeted translation according to the purpose, relevant social background and national characteristics, so as to ensure the accuracy of translation while enhancing their cross-cultural ability. In practice, teachers should try to integrate the translated language culture and folk culture into the translation and interpretation of English materials, and compare it with Chinese culture, so as to deepen students' understanding and mastery of the language learned, so as to get a more accurate translation. First of all, in the teaching process, teachers can explain more common words in life, and use life-oriented teaching materials to shorten the distance between students and practical English translation, and reduce the difficulty of learning, which is conducive to avoid students' errors in the translation process. Second, in view of the cultural information is very rich in English materials, can guide students on the basis of reference teaching content, according to their own understanding, translation and speech in the classroom, make students feel the different regional cultural differences in the situation, strengthen the students' sensitivity to Chinese and western cultural differences, to avoid pragmatic errors in the process of translation, put an end to the emergence of "Chinese" English. In addition, teachers can also take the combination of online and offline ways, regularly organize cross-cultural communication activities, organize students and foreign friends, foreign teachers and other language and cultural communication, communication and output, absorb the target language culture and export the mother language culture, to carry forward the mother language culture.

4.3. Actively Establish Practical Training Bases and Practical Training Rooms to Further Strengthen the Connection Between Theory and Practice

To ensure the effectiveness of practical English translation teaching, conditional colleges and universities should actively establish training base and training room, form a special teacher team, lead students to translation training, bring students to the fair or exhibition, teach practical English translation experience and skills, for students will learn theoretical knowledge practice in life, improve their translation skills and practical ability to provide an opportunity. At the same time, it can also adopt the mode, so that schools and enterprises can jointly train practical English translation talents in various ways and organize practical translation training activities. For example, students are encouraged to participate in practical interpretation training in enterprises, so as to improve their own reaction ability. In addition, it is necessary to strengthen the effective management of practical English translation training, including the comprehensive management of students participating in the training, enterprise teachers, and training bases inside and outside the school, to promote the standardization of practical English translation training, and further promote the research on the combination of industry, education and research in universities.

4.4. Innovate the Practical English Translation Teaching Mode to Further Activate the Classroom Teaching Atmosphere

To innovate the teaching mode of practical English translation in colleges and universities, the situational teaching mode can first be adopted to create a real English translation scene according to the teaching content, so as to better bring students into the translation scene and deeply understand the background and cultural connotation of the translation works. In practice, micro-lessons can be made by means of information technology to guide students to carry out independent learning in the classroom and create a good learning atmosphere. Secondly, teachers can use role play teaching mode, guide the student to group cooperation, learning style, role play according to different content, simulate different situations, the corresponding reaction and behavior, is conducive to students understand the role of translation behavior change, deepen the understanding of knowledge and mastery. In addition, we can also take the form of group discussion to guide students to observe other students' translation behavior and translation content, carry out brainstorming and group discussion, and understand and apply translation skills and translation theories from multiple perspectives, so as to continuously expand their cognition and improve their translation ability(Yang Wenge, 2021).

4.5. Close Combination of Theory and Practice Teaching.

Practical English translation itself is a skilled subject, so in the teaching process, we should pay full attention to practical application. Display theoretical knowledge in the form of practical application, which can reduce the abstraction of theoretical knowledge and promote students' understanding and absorption. The combination of theoretical practice teaching is mainly reflected in the teaching form. For example, for theoretical knowledge points and translation skills, the teaching of translation skills can select the corresponding articles for translation, so as to make the abstract theoretical knowledge more practical. Also can use micro class teaching way to carry out the form of classroom teaching, the basic knowledge learning in the class, section, save the classroom teaching time, increase the practice application teaching class, teachers can also, decorate related work background reference, raw word meaning query as micro class homework content, can give full play to the students 'initiative also can effectively improve the students' application ability.

5. Conclusion

In a word, practical English translation is a language tool used in a specific professional communication environment. Carrying out practical English translation teaching activities is the main way to realize the new goal of English talent training. Under the context of economic globalization, facing the increasing demand for English talents from all walks of life, the need of practical English translation teaching in colleges and universities should actively explore effective teaching methods according to the specific requirements, and change the practical deficiencies of the traditional teaching mode. Through the introduction of more practical cases, students can adopt appropriate translation methods according to different translation skills on the basis of mastering the context and translation requirements, so as to continuously improve students' English translation ability, and provide more practical English translation talents for the society and enterprises.

References

[1] Hu Yun. (2024). Study on art art to of English in higher vocational English. Overseas English (05), 215-217 + 224.

[2] Zhan Yanping. (2023). —— Take the Volunteer Team of Public Parking Service in Xihu District as an example. (eds.) Proceedings of Guilin Sub-Forum of 2023 Higher Education Research Forum (pp.309-310). Hangzhou Vocational and Technical College;

[3] Shen Pinxu. (2023). —— Take the "Practical English Manual for the Zhangjiakou Winter Olympics" as an example. Campus English (20), 190-192.

[4] Chen Juan. (2023). The language characteristics and translation methods of textile English —— Review of Practical Textile English. Wool-spinning Technology (03), 133-134.

[5] Zhang Qingmin. (2022). Research on teaching countermeasures of Practical English Translation in Universities. Campus English (16), 60-62.

[6] Yang Wenge. (2021). Practical English translation and practical application in teaching. Industry and Technology Forum (19), 188-189.