

Research on Cultivation Strategies of Core Quality of College English Translation Talents from the Perspective of Smart Education

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Abstract: With the development of the times, the social demand for English translation talents is increasing. This also puts forward further requirements for the cultivation of English translation quality in colleges and universities. Only by keeping up with the pace of the times can the teaching of English translation in colleges and universities make progress and develop stably in the new era. Based on the analysis of the current situation of English translation teaching in colleges and universities, this paper puts forward the cultivation strategy of the core quality of English translation talents under the guidance of smart education, aiming to extend the teaching ideas and cultivate more excellent English translation talents with the help of the new model of smart education.

1. The core quality of English translation

As English learners, mastering and improving their core qualities is an essential part of the English learning process. The core quality of English subject consists of four dimensions, namely: language ability, thinking quality, cultural awareness and learning ability. Language competence refers to the ability to master and comprehensively use language, which corresponds to basic skills such as listening, speaking, reading, writing and translation in language learning. Thinking quality focuses on critical thinking ability and cultivating dialectical thinking methods; Cultural awareness refers to the understanding of group cognition. In English learning, it is to train learners to have a deep understanding of the cultures of different regions and countries, respect the cultural differences of different countries, learn from the essence and learn from each other's strengths. Learning ability runs through the whole life of learners and promotes their lifelong learning and progress. Students should not only master the relevant theories and skills of English translation, but also have the thinking ability in the process of translation, adhere to the principles of objectivity and respect for different cultures, and have a learning attitude of endless learning and modesty and caution.

2. The current situation of English translation teaching in colleges and universities

At present, many colleges and universities have set up English translation courses, but there are also many problems in translation teaching under the restrictions of the traditional teaching model:

2.1 Lack of innovation in teaching model

Colleges and universities and teachers should evaluate students' translation skills and teaching content as a whole, so as to improve traditional teaching methods. However, in the actual teaching process, many teachers are still unable to get rid of the traditional teaching mode and do not let students take the lead in the classroom. As a result, students' translation ability cannot be significantly improved, their learning enthusiasm is not high, and their understanding of translation is still on the surface and cannot be further deepened. The English translation courses in many colleges and universities have certain limitations, and the mode is relatively fixed. The content starts from the published translation textbooks, and is appropriately expanded and extended in the course of explanation. Finally, after the end of the final course, a written examination is arranged to check and accept the students' learning conditions, and the teacher corrects the examination papers and gives the results and evaluation. In the era of the popularization of smart education, many teachers do not break this education model, and take advantage of the situation to innovate, the teaching effect is uneven, the ability of students can not be improved, and the overall translation level is uneven.

2.2 The curriculum system is not perfect

The cultivation of the core quality of English translation talents in the context of smart education requires not only the innovation of the teaching mode, but also the adjustment and improvement of the translation teaching system[1]. Looking at the translation teaching courses in Colleges and universities, most of them are not compulsory courses, and the arrangement of class hours is insufficient. Students do not have enough time to learn theoretical knowledge, and their understanding of relevant knowledge is superficial, unable to integrate with reality and life, and their English translation ability cannot be effectively improved.[2]The arrangement of translation courses in many colleges and universities is unreasonable, such as interpretation and translation under the elaboration of translation. Colleges and universities can not reasonably distinguish between them. The curriculum construction mode is relatively simple, students' learning interest is not high, and their vision cannot be expanded, which affects the overall development of students.[3]Some colleges and universities lack the central idea when preparing the teaching plan of translation course. Without the guidance of specific ideas, colleges and universities have partly reflected the deficiencies in specific teaching and student evaluation, which hinders the development of translation major in colleges and universities, and the students' ability and the level of colleges and universities cannot be effectively improved^[1].

2.3 Lack of practice in translation learning

The study of English translation should not be limited by textbooks and classes, but should go into life, relate to reality, and test the learning effect with practice. Translation talents cannot do without a lot of practical experience. In order to ensure the translation level of English translation learners, colleges and universities should arrange the training of translation skills, provide students with professional practice through multiple channels and methods, and improve their translation level under the normal teaching schedule. However, the results of translation practice in most colleges and universities have not reached the expectations. It is difficult to find relevant practical courses in the curriculum arrangement of colleges and universities, and it is difficult for teachers to combine practice in daily classes. At present, the practice mode of English translation is relatively limited. Most students simulate translation in virtual scenes, which can not be called real practice.

3. Cultivation of core competence of college English translation talents based on smart education

3.1 Change the teaching concept

In translation teaching, colleges and universities should focus on the subjectivity of students in the classroom, be student-oriented, pay attention to the development of students' core qualities, understand the fundamental demands of students in English translation learning, and build and improve teaching resources and information platforms on this basis. The construction of online learning resources should focus on the learning situation of students, and teachers should also take this as a basis to improve the curriculum according to the actual situation, so that the learning resources can be integrated and universal. In the face of English translation students with different environments and different progress, colleges and universities can use flexible and practical micro-lessons as an auxiliary learning means to teach students in accordance with their aptitude. Micro classes can provide suitable English translation teaching for students with different learning situations. For students with different learning progress, universities can evaluate students, divide them into different levels, and learn different micro classes to ensure that students at all stages can benefit. Micro-classes are independent and diverse, rich in content and diverse in form, which can meet the learning needs of students at all stages. Compared with the traditional teaching model, micro class has obvious advantages, which is helpful to promote the common progress of learning resources, translation teaching and core quality. Colleges and universities should develop students' potential of independent learning in English translation teaching, implement multiple theories, and make English teaching independent and open. Students can play freely in class, think actively, exercise their dialectical thinking ability, improve their translation thinking and increase their translation knowledge in the interaction with classmates and teachers.^[2]

3.2 Optimizing the learning model

The background of smart education provides a carrier for the teaching of English translation in colleges and universities, and innovates the traditional teaching methods to give full play to their unique advantages. On this basis, teachers need to improve the traditional teaching methods, make the perfect integration of smart education and English translation teaching, and then strengthen the teaching model. For example, teachers can search foreign films or video resources with educational significance through the Internet, select specific plots from them, lead students immersing themselves in the English context, understand the culture of other countries, and translate with idiomatic language habits, so as to improve the accuracy of the translation, consolidate the cultural foundation, and improve the translation ability. In order to increase the interest of the classroom, teachers can also carry out a series of interesting English learning activities according to the selected content. Teachers can organize students to have dubbing contests, conduct independent dubbing exercises on the paragraphs they are interested in, bring themselves into the English language environment, and feel the language habits of the local people; Teachers can arrange the extension of the selected content, such as continuation, expansion, innovation. In class, students learn translation theories and analyze them with examples combined with film or video excerpts. In this way, they not only deepen their understanding of translation theories, but also apply them in practice and comprehensively improve their translation ability. Teachers can choose videos with more local cultural characteristics in the content, so that students can experience cultural differences in a deeper level, improve their cultural quality and enrich their cultural connotation in the process of translation learning^[3].

3.3 Innovate learning content

Smart education is based on the Internet, an open and shared platform. Teachers can search for diverse, relevant, meaningful and feasible materials on the Internet according to the teaching tasks of colleges and universities to enrich the teaching content of English translation. Different from the traditional teaching method, which is limited to written textbooks, smart education in the Internet environment has richer forms and more diverse contents. Students can learn from pictures, videos, audio and other contents. To strengthen the cultivation of students' core English quality, colleges and universities can develop school-based courses centered on schools, based on Internet information technology, and aiming at strengthening English translation teaching. In the course construction, colleges should focus on the following aspects: (1) pay attention to the rich and diversification of curriculum content, should choose high attention, most easy to understand the current event hot spot for translation teaching materials. (2) The Internet environment can make students' learning more convenient and efficient, but not all the content is in line with the current core education concept. Teachers need to screen the content, guide students to focus on the standard English learning content, and help improve their English translation ability.(3) Colleges and universities need to build a perfect big data information resource processing system, push relevant learning content according to students' learning situation and level smartly, build a complete academic system, conform to the current core education guidelines, and improve the overall quality of English translation teaching.

3.4 Actively carry out practice

Translation practice is an important part of translation teaching, which is the test of learning results. In the context of smart education, more possibilities are proposed for translation practice. In class, teachers should provide students with a platform for full presentation, such as group discussions and special online conferences, where teachers can talk with students one-on-one without barriers and give each student the opportunity to speak freely and give full play to their translation skills. After class, colleges and universities can publish translation practice tasks online, and students can organize and set up translation practice groups to complete the tasks, or independently undertake the work of translation companies, so that they can have a deeper understanding of translation related work.

4. Conclusion

Smart education is the general trend. The rational use of information technology will promote the development of education and teaching. The model of combining smart education and English translation learning in colleges and universities innovates traditional education, plays an important role in the cultivation of students' core quality of English majors, and conforms to the educational concept of the new era. In the future, this mode will become more and more mature, which will be of great benefit to the training of translation talents. Students' comprehensive development and overall quality improvement will contribute to the development of the country.

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