

Research on the integration of information technology and translation talent training

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Abstract: Under the background of the continuous development of informatization in today's era, the modern translation industry is also facing great challenges and unprecedented opportunities. The integration of information technology and teaching has brought great changes in knowledge acquisition, teaching modes and methods, teaching resources and so on. Mobile Internet information technology based on Web 2 is being deeply integrated with all walks of life at an alarming rate. The Internet plus translation mode has become the trend of the current translation industry. This not only meets the requirements of the development of the information age, but also caters to the needs of students to pursue new things and personalized learning. Therefore, in order to make China's translation industry prosper and cultivate more translation talents, we must follow the pace of modern social development and the renewal and upgrading of information technology. The primary task is to require that the cultivation of contemporary translation talents in China must be integrated with modern information technology, so as to achieve a better state of development, so as to cultivate more professional and comprehensive translation talents and make more far-reaching contributions to China's translation cause.

1. Introduction

In recent years, the Chinese government has paid more and more attention to the field of translation. This is based on the continuous development and promotion of globalization, which makes all walks of life need to communicate with foreign companies, and the demand for related translators has also increased sharply. The rapid development of informatization and higher education, especially the integration of information technology and teaching, has brought about changes in teaching and learning methods, making the dissemination of knowledge faster, diversifying the content of learning, and making learning resources more vivid and easy. Understand, increase the opportunity and possibility of learning, and promote students' learning initiative and enthusiasm [1]. The traditional translation demand mainly comes from enterprises, and "Internet +" breaks the boundaries of the traditional translation industry, and individual translation needs have been greatly released, and the "Internet + translation" model allows every individual with translation skills to participate anytime, anywhere. Translation innovation at home and abroad. Improving the English-Chinese translation ability of college students requires long-term and unremitting efforts of colleges and universities, teachers and students [2]. The digital information technology teacher-student interaction college English translation teaching mode effectively makes up for the shortcomings of traditional classroom teaching. The current translation work is different from the traditional form. According to the continuous development and innovation of the times, translators must also keep up with the pace of the times. They are required to have a certain ability to use information technology while mastering professional knowledge. The ability to translate information has become the key to whether translators can better participate in the "Internet + translation" innovative model [3]. Only by grasping the development trend of education, basing on the technical characteristics of the information age, continuously innovating education and teaching, and forming a joint force of work, can colleges and universities, departments and teachers improve the quality of personnel training and cultivate more qualified successors [4].

2. Current Situation of Curriculum Education for Contemporary Translators

2.1. The cultivation of translation talents has not been paid attention to by the application

Due to the huge number of contemporary educated people, more emphasis is placed on exam-oriented education in the daily education link, and the basic major subjects are still Chinese, mathematics and foreign languages, and English translation, as one of the branches, has received very little attention. In the current stage of English translation teaching, teachers are the main body of teaching, too subjectively and optimistically predict the teaching effect, and there is a lack of effective communication between students and teachers in teaching [5]. Judging from the current teaching situation in colleges and universities, the teaching content is outdated and may not be in line with the frontiers of research, nor combined with practical applications. The translator's competence structure is shown in Figure 1.

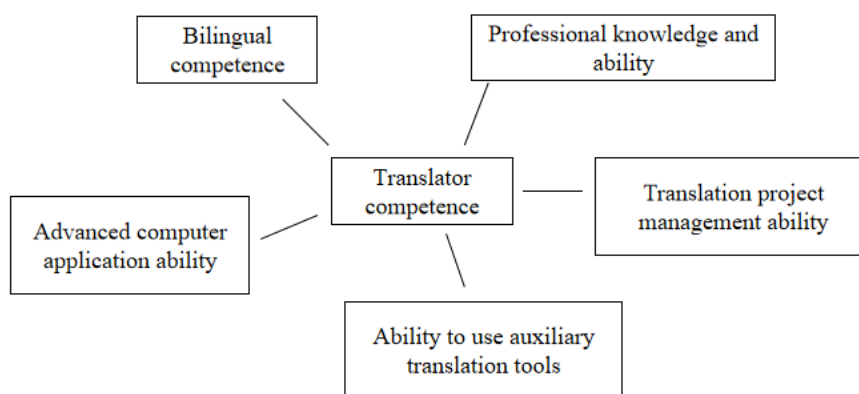


Figure 1. Translator Ability Structure

During the period of studying English in college, students almost all study for the purpose of CET 4 and 6. In order to successfully obtain the graduation certificate, this is all passive learning under the compulsion of contemporary exam-oriented education. For students Mastering the knowledge of English translation is essentially useless [6]. In the process of students receiving these exam-oriented education, there are very few parts about English translation, and students do not get targeted training, which is very unfavorable for cultivating students' English translation skills and professionalism. Teachers are responsible for imparting knowledge, designing courses, and assigning homework. It is the controller of the classroom and the critic of the translation. It is the attitude of most teachers to complete the tasks specified in the syllabus or emphasize classroom teaching. It is difficult for teachers to systematically analyze the teaching effect as an individual, which leads to teachers' high psychological expectations. The contradiction between the actual limitations and the actual limitations is becoming more and more prominent [7]. At the same time, in the process of translation teaching in contemporary classrooms, teachers are also lacking in explaining translation skills, which to a large extent leads to low practical ability of students. As a result, the English certificates obtained by students are also empty papers and have no substantive effect.

2.2. The translation teaching mode is too single

In the teaching process of English translation in my country, most teachers still carry out "indoctrination" teaching, by urging students to do questions and then explain the exercises in time [8]. In the process of English translation teaching, in most cases, teachers only consider the teaching strategies and difficulties in the translation classroom, but do not clearly recognize and understand the specific difficulties that students encounter in practical work. To improve the quality of personnel training, we must solve this problem as soon as possible. The question sea tactics can only make students remember a certain question type in repeated training instead of mastering a certain translation skill. This is a simple mechanical memory, which has little effect on translation learning. Because English translation itself is a very broad field, it is impossible to understand and use it skillfully just by memorizing one of the typical examples [9]. In English translation teaching,

because there is no effective platform between students and teachers to achieve confidential contact between each other, timely communication and mobilization of enthusiasm. As a result, students rarely actively express their opinions in the classroom, but only passively accept them. It is necessary to make good use of new methods such as online learning, make overall plans, build a platform for courses and learning resources, and provide students with new learning resources. At the same time, strengthen the construction of learning conditions to make the use of new learning resources more convenient. If the single problem of the contemporary translation teaching model cannot be well solved, students can only continue to suffer in the traditional and rigid teaching environment, not only will their interest in learning English translation be completely wiped out, but once they form a mental Laziness, it is difficult to mobilize the initiative of learning [10]. It is easy for teachers to assign homework to students, but it is impossible to carefully correct and evaluate the translations of many topics given to students. And students are not necessarily able to deepen and further communicate topics outside the classroom.

3. The integration of information technology and translation talent training and education

3.1. Teachers should fully grasp information technology

In contemporary colleges and universities, there are many teachers who only have considerable experience and methods of teaching translation theory, but do not pay enough attention to the training of students' actual translation ability. The traditional university teaching leaves very limited time and space for students to communicate and think. Some courses or teachers have almost no communication with students, which cannot effectively mobilize students' enthusiasm for learning, and is not conducive to cultivating students' independent thinking habits. To develop and exercise the ability of students. English translation teachers should actively create a digital information teaching atmosphere, so as to effectively cultivate students' autonomous learning ability. Many translation teachers in colleges and universities are not optimistic about the mastery of information technology, and most teachers still stick to the rules and ignore the teaching auxiliary role of information technology, resulting in students not being exposed to the new teaching mode that integrates information technology and translation teaching. It is necessary to take the induction training for new teachers as an opportunity to do a good job in the training of new teachers on the level of educational information technology, so that teachers can fully grasp emerging teaching methods such as online education, interactive learning, and flipped classrooms, and improve teachers' resource construction capabilities and classroom organization. ability. The school should make great efforts to build up the teaching staff of translation teachers. It cannot only rely on hiring off-campus full-time translators to give occasional lectures. After all, this is not a long-term solution, because the part-time teachers still do not know enough about the translation level of the students in the school, and they also have a close relationship with the students. The interaction between them will also be a little far-fetched. As a college teacher in the information age, we should not only impart knowledge through the networked, carrier-based, mobile, and data-based "Internet + teaching" model, but also change the indoctrination-based teaching method and build a "reversed" and "practical" teaching style. "Seminar-style" interactive classroom.

3.2. Increase investment in professional software and language labs

Due to the particularity of the curriculum, translation is not a separate subject, but appears as a branch of the English subject. Therefore, this subject has received very little attention, and the state, government and schools themselves have little investment in it. . Good teaching must be based on a full understanding of the specific object of the student. Today's college students are "digital natives" who have grown up with Internet technology. They like to surf the Internet, play instant messaging such as QQ and WeChat, and cannot do without the mobile Internet. Taking advantage of the interactive and convenient features of the network and multimedia platforms, students can earnestly summarize and internalize the relevant translation theories, translation skills and methods taught in the classroom in a timely manner while practicing. Figure 2 shows the training mode of translation

talents' innovative ability.

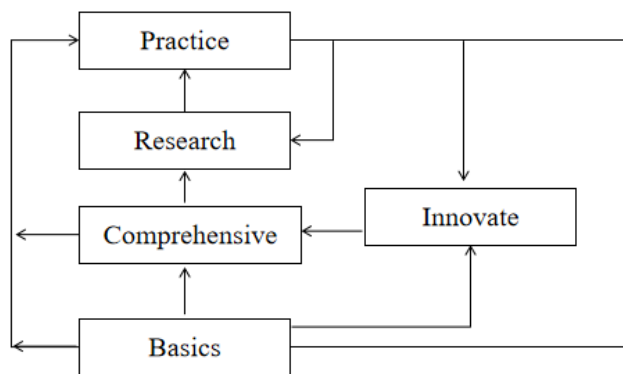


Figure 2 The training mode of innovative ability of translation talents

Teachers can give appropriate inspiration to students, and stimulate students' enthusiasm to actively participate in translation learning. Looking at the current situation of education and teaching in the cultivation of translation talents in modern colleges and universities, there is not only a lack of teachers with strong relevant specialties and mastery of information technology, but also a lack of professional translation learning software facilities and language laboratories. Innovative education and teaching must be based on the background of the information age of the great development of mobile Internet, fully understand the age characteristics and needs of students, strengthen the construction of study style, and do a good job in student management. Lack of necessary software and equipment, the establishment of "computer-aided translation courses" will be on paper. Professional software and language labs can not only stimulate students' interest in learning to a large extent, but also arouse students' learning atmosphere. The dullness and tedium of traditional translation classrooms make students' interest in learning slump or even give up learning translation courses. . In the information age where laptops are highly popular, it is absolutely possible to try to build a mobile translation teaching platform by means of students bringing their own laptops to class to solve the problem of lack of equipment. Schools only need to provide projection equipment, wireless network and necessary power supply.

4. Conclusions

In the process of continuous development of contemporary information technology, more and more attention is paid to having high-quality translators. Therefore, it is necessary to cultivate high-quality translators who can keep pace with the times. The role of network technology in English translation teaching is becoming more and more prominent. As English translation teachers, we should give full play to the advantages of the network teaching model and make it better combined with the traditional model. Only in this way can we achieve good teaching results. . "Internet + translation" is a new form of the development of the translation industry under Innovation 2.0. It is the evolution of the Internet form driven by Innovation 2.0 in the knowledge society and the new form of economic and social development it spawned. It builds an Internet-based platform to connect translation service providers. , customers, technology, corpus, and various references in the production process are all integrated into one platform to form an Internet-specific industrial model. In the process of cultivating translation talents, it is necessary not only to carry out targeted training and exercise for their professional knowledge, but also to strengthen the cultivation of their information technology capabilities and levels, so that they can better adapt to the needs of society and meet the needs of society. At the same time, it can promote its comprehensive development and make greater contributions to the translation cause.

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