

Construction of the Communicative System of College English Translation Teaching Subjects

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Abstract: English translation activities are a cross-cultural and cross-language communicative act. With the deepening of global integration, English translation teaching has received widespread attention. For a long time, English translation teaching activities have been criticized, and the main reason is that the talents trained are out of touch with reality. With the promotion of economic globalization, English translation teaching is facing new challenges. This article takes the communication of English major undergraduate translation teaching subjects as the research object. It focuses on the construction of a plural, dynamic and open communication system of teaching subjects on the macro level, and on the micro level it starts with specific parameters, including the communication subject, the communication process, and the communication purpose. The combination of interactions between translation teaching subjects includes teacher-student interaction, student-student interaction, teacher-student-translation market interaction, teacher-student-translator teaching subject interaction, and so on. The premise of teacher-student communication is to achieve the transition from "teacher-centered" to "learner-centered". Teacher-student communication must be guided by the composite process (translation teaching process and translation process) and the translation result as the purpose. In the end, teachers must provide humanistic emotional care to students, pay attention to the differences in individual factors such as psychology and gender, and engage in deep-level communication with students. Educational narrative provides a convenient way for teacher-student communication. In addition, teachers and students must carry out adequate and effective communication with the subjects of teaching control, organization, and management through appropriate methods. The research results show that 73.4% of translation teachers have performed poorly in the communication effort between teachers and students. Teachers should take the initiative to create conditions to interact with students, understand the translation learning situation of students, and carry out targeted teaching.

1. Introduction

At present, translation teaching has received unprecedented attention. In the 1980s, especially since the 1990s, translation studies have gradually gained independent academic status. As an important branch of applied translation studies, translation teaching is no longer awkward, and it is no longer a subsidiary of language teaching. With the rapid development of global politics and economy, the increasingly rapid pace of internationalization and globalization has intensified the demand for translation talents, and various foreign language departments / academies have increased their investment in translation teaching.

Teaching research helps to ensure the effectiveness of teaching and is also an important indicator of the academic life of teachers. At present, on the research orientation, many teachers neglect teaching research, and even disagree with classroom-based applied research. "Educational research should use more research methods advocated or commonly used in pedagogy, psychology, communication, applied linguistics, and even sociology and anthropology, that is, method, technology, practice, and experiment; teachers, Students, teaching methods, learning methods, teaching environment construction, teaching management, etc. as research objects, focusing on

teaching people and human-related behavior rather than language itself. "The topic of this article is to focus on teaching application research, practice and teaching. Attempt of subject behavior.

Based on the existing research, this paper intends to explore the way out for translation teaching of English majors and the cultivation of translation talents from the perspective of communication among teaching subjects. The construction of the communication system of teaching subjects is used as a path to solve problems. Construction of an Open and Effective Communication System for Translation Teaching Subjects. Define the teaching process of translation under the overall view, and use this process as a reference for the process of translation teaching subject interaction. Re-define the teaching subject according to the participants in the relevant process. Based on this, the communication status of the subject of the current undergraduate translation teaching of English majors is investigated to find out the existing problems and analyze the reasons. The experimental results show that 73.4% of the translators' performance in communicating with students is average. They should pay attention to actively communicating with students and form good teaching habits.

2. Proposed Method

2.1 Teaching Subject Communication and Translation Ability

The purpose of communication is one of the most important parameters in the communication system of the subject of translation teaching. The whole purpose of the construction of the communication system is to achieve the communication purpose. The purpose of this chapter is to determine the communicative purpose and ultimate direction of the subject of translation teaching for English majors. The idea is to specify the communication purpose of the undergraduate translation teaching subject of English majors on the premise of determining the teaching goal of translation, to form a comprehensive understanding and cognition of translation ability, and to recategorize it in order to facilitate the directionality of teaching subject communication Pertinence and operability, examine the relationship between translation ability and the training framework of English majors, and position the level of translation competence oriented to the translation teaching of English majors.

(1) Translation Teaching Goals and Subject Communication Goals

The practical form of classroom teaching is communication, and communication is also an essential attribute of teaching, but one thing we must be clear is that communication itself is not equivalent to the purpose, and the purpose is one of the essential characteristics of educational activities, without any purpose or purpose. Clear communication is not teaching communication in the true sense. Communication must have a clear goal. The cause and existence of educational communication is to achieve certain educational goals. Teaching communication must be regulated by certain educational goals and must be closely surrounded from beginning to end. Teaching goals are carried out. The goal of translation teaching is to cultivate students' translation ability. From a macro perspective, we can also say that cultivating students' translation ability is the purpose of communication between the subjects of translation teaching.

It is of positive significance to cultivate and develop students' translation abilities as the communication purpose of the subject of translation teaching. The multi-polar translation teaching subject conducts communication with this communication purpose as the guide. To achieve the training and cultivation of students' translation ability, and improve the efficiency and effect of communicative behavior in a limited time.

(2) Language ability and translation ability

Language ability is the most basic factor that constitutes translation ability. Without language ability, it is impossible to develop and cultivate students' translation ability. However, the former is by no means equivalent to the latter. The latter is an expert knowledge system and is necessary for translation. Skills and knowledge systems are composed of declarative and procedural knowledge, of which procedural knowledge is more important. Translation ability is much more complicated than language ability, and its content is much richer. The purpose and complexity of translation activities determine the comprehensiveness of translation ability. Language ability is only one of the

basic capabilities, and its composition is far from sufficient to summarize translation ability. Although there is a correlation between language ability and translation ability, they must not be confused. Translation ability and bilingual ability do not develop simultaneously. Good bilingual ability does not guarantee the formation and development of good translation ability. The fields involved in translation activities involve all aspects, far exceeding the fields and scope of linguistics. In foreign language learning, we must work hard to cultivate and improve foreign language ability, and truly transform it into translation ability. Confounding language skills and translation skills in translation teaching, or focusing only on language skills and ignoring other skills, will bring great harm.

2.2 Deficiency and Limitations of Communication in Teaching Subjects of College English Translation

(1) Communication practice mode and teaching communication

Communication occurs not only between the subject and the objective world, but also between different subjects and between the subject and itself. Western philosophy has gone through a long history, and communication has acquired a very rich meaning. But these meanings can be summed up to three. The first type of communication takes place between the subject and the object. It is the process by which the person as the subject transforms or creates the object. It is characterized by the relationship between man and nature. The practice mode of communication is characterized by the "subject-object" model. The second type of communication takes place between the subject and the subject, emphasizing the interaction, mutual communication, communication, and understanding between the subjects. This kind of communication does not include the interaction between man and nature. It is characterized by the society formed between people. The relationship, the practice model of communication is the "subject-subject" model. The third type of communication emphasizes the unity of the dual relationship between subject and object, the subject and the subject, that is, the unity of the dual relationship between person and thing, and between people. "The relationship between man and nature has been covered, and the relationship between man and nature has been preset in the relationship between people."

1) "Host-Guest" Mode and Teaching Communication

The "host-guest" communication practice mode in the traditional practice view has a profound influence on the communication mode in teaching. The purpose of teaching is to allow students to realize the knowledge of the objective world through the mastery of knowledge. The teaching process is to achieve the students' knowledge of the knowledge and the objective world. It is the teaching method, that is, the teacher teaches and explains the knowledge to the whole class, and the students listen. Under this teaching philosophy, the most common form of communication in teaching is teacher-class group communication, and other communication methods are rare. In this kind of communication relationship, the teacher, as the embodiment of knowledge and the authority to master knowledge, is in an absolute authority in teacher-student communication.

2) Communicative teaching

Communicative teaching theory has positive significance. This significance is first manifested in the revision of traditional teaching concepts. Affected by the traditional view of practice, traditional teaching concepts have shown great limitations in the teaching process, teaching methods, teacher-student interaction, etc., and tend to regard the teaching process as students' knowledge and mastery of knowledge, teaching methods. In the teaching method, the teaching is the mainstream of teachers to all students, the teacher-student communication is also the teacher-student group communication. The theory of communicative teaching based on the concept of communicative practice regards the teaching process as the process of communication between teaching subjects. During the teaching process, the pluralistic and dynamic communication between teaching subjects is emphasized. The idea is closer to the essence of education and teaching. Improvement and transcendence of traditional teaching and education concepts.

(2) Interaction of translation teaching subjects

In basic translation education, the translation learning needs of students are not market-oriented

and career-oriented. Many students simply complete the study of general courses in order to obtain credits for successful graduation. Some students only consider translation learning as a hobby. It is not tied to future careers, and the interactions they build with the translation market are much simpler. In this relationship, the translation market is often at the marginal position, and its degree of recession is much greater. Students often do not actively build interactive relationships with the translation market. Instead, they pay more attention to the dominant subject. For example, the relationship between oneself and the teacher is two-way, and the relationship between the two is much closer than the relationship between the student and the translation market.

(3) Student-translation market exchanges

There are many ways for students to prepare for the professionalization and specialization of the translation market. The undergraduate stage is more feasible to understand the operation of the translation market, related service specifications and translation quality standards, and perform translation qualification examinations. Only a few students have a better understanding of the operation of the translation market, and a few students have a basic understanding, but a high percentage of students who do not understand. Understanding of the operation of the translation market is an important condition for students to enter the translation market and be accepted by the market. Students' unfamiliarity with the operation of the translation market seriously hinders the process of professionalization and professionalization of students, and affects the development of students' translation ability and translation. Market trust and acceptance of its capabilities. The survey results of the vocational qualification examination show the gap between the ideal and the actual situation.

3. Experiments

3.1 Research Background

Great achievements have been made in translation teaching for undergraduates majoring in English, but there are still many problems, which seriously restrict their long-term development. This research aims to find a solution to the problem. Teaching activities are human activities, and human nature is the sum of all social relations. On the premise of recognizing the social attributes of people, find a way out from the perspective of interaction between teaching subjects, which is closer to the nature of people and education, and opens up education. The barriers between the world and the living world realize a close connection between the two.

3.2 Experimental Collection

We took 399 fresh graduates of English majors from 169 colleges and universities in 7 regions of mainland China as the survey objects, and divided the teacher-student communication status into five aspects: communication effort, communication frequency, communication occasion, communication content, and communication method. Conduct an investigation. Communicative effort is the various efforts and positive behaviors shown by the teaching subject in the course of teaching and communication in order to achieve the purpose of communication. If each teaching subject can work hard to create conditions for communication, it will create a harmonious subject relationship, which is very conducive to the progress of teaching and the improvement of teaching results. Multi-directional communication efforts are required in teaching exchanges. One-way efforts may interrupt the communication, especially in the communication between teachers and students. Only by relying on the efforts of both teachers and students can the breadth and communication depth.

4. Discussion

4.1 Communication Effort and Communication Frequency

Only when both parties show a positive attitude and take corresponding actions can the smooth flow of communication and the establishment of a good communication relationship be guaranteed.

The communication effort between teachers and students includes not only the positive understanding of the communication relationship between teachers and students, but also more importantly, teachers and students adjust their communication behaviors in a timely and effective manner based on relevant knowledge, and actively and appropriately create communication relationships to achieve Communication in the real sense. The frequency of communication is the frequency with which the main body interacts in a unit of time. Although the frequency of communication does not represent the quality of communication, too low a frequency of communication will definitely affect the effect of communication. The results of the survey on the effort and frequency of teacher-student interaction are shown in Table 1 below.

Table 1. List of survey results of teacher-student interaction effort and frequency

Project	Related subjects	People	proportion	Characterization description
Communication effort	Teachers	34	26.6%	Teacher-student interaction is active
		94	73.4%	Teacher-student communication is average
	Student side	38	26.8%	Teacher-student interaction is active
		104	73.2%	Teacher-student communication is average
Communication frequency.	Teachers	86	67.7%	Communicate frequently with students
		41	32.3%	Occasionally interact with students
	Student side	49	30.6%	Communicate frequently with teachers
		111	69.4%	Rarely interact with teachers

As shown in Table 1 above, the survey results show that in the eyes of students, 26.6% of translators are able to create various conditions for teacher-student interaction very actively, but also 73.4% of translators are generally or inactive in their efforts to communicate . In terms of teacher-student communication, teachers should act as an active party, actively create conditions, communicate with students through various methods, understand the translation learning situation of students, and then carry out targeted teaching.

4.2 Understand Student Intentions Through Interaction

Before the start of the translation course, this article has conducted a questionnaire survey on the setting of translation teaching content for each English major undergraduate in order to realize the understanding of student interests and expectations through full interaction with students in the pre-teaching stage. Target the setting of teaching content. The survey mainly focuses on the teaching content of the four aspects of language / culture / knowledge, translation theory common sense, translation practice, and translation criticism. Below we select the 2017 survey results for analysis, as shown in Figure 1 below.

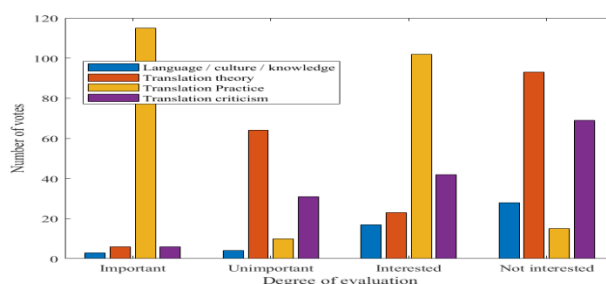


Figure 1. Results of a survey of 2017 English undergraduates at your school for translation teaching content at the pre-teaching stage

As shown in Figure 1 above, as reflected in the above figure, among the students in 2017, the most important is the translation practice module corresponding to the practical intermediary object and the language / culture / knowledge module corresponding to the conditional intermediary object. I have already prematurely rejected the translation theory content corresponding to the ontological intermediary object before the class, and I have an unwilling attitude towards the translation criticism module corresponding to the evaluative intermediary object. In fact, the results of this survey have appeared in each class of students, and we expect similar results in future surveys.

Conclusions

Regarding the questionnaire survey on the status of translation teaching for English majors, although we have conducted trial surveys and revised and adjusted the questionnaire many times before the formal survey, in the actual analysis of the questionnaire, we still found that the designed The content of the questionnaire cannot fully reflect the status of translation teaching for English majors. If a supplementary survey is carried out, the results of the survey will be affected by changes in the sample. At the same time, it is indeed difficult to conduct such a large-scale supplementary survey, and the time is relatively hasty. The findings of the factors reflect the current status of translation teaching.

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