

Reform Research on Translation Teaching of College English from the Perspective of Constructivism

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Keywords: Translation teaching, College English, Constructivism

Abstract: In China, the traditional teaching of college English translation cannot meet the needs of the translation talents of the society to a great extent. The reform of translation teaching of college English has been imminent. This paper analyzes the important role of constructivism in the teaching of college English translation, and gives the suggestions of selecting translation content, organizing practical activity and strengthening cooperative translation to improve the translation teaching efficiency of college English.

1. Introduction

Constructivism theory holds that learning is a process that learners acquire knowledge, knowledge is not through the teaching of teachers, but learners in certain contexts, with collaborative activities of others, using a variety of information resources, through the construction of meaning and. The meaning here refers to the nature, the law and the connection between things. The meaning of construction refers to a more profound understanding of the nature, the law and the connection of the other things reflected in the content they have learned. The constructivist learning theory emphasizes the following aspects: it focuses on students, they should take the initiative to collect and analyze relevant information and data, the learning content to establish contact with the experience of contact, cultivate the ability to analyze and solve problems and creative thinking gradually, thus becoming active construction the significance of the. The teacher is the student learning guide, organizer and facilitator, its main task is to stimulate students' interest in learning, cultivate students' learning motivation, creating with teaching contents and target situation, organize cooperative learning, understanding the correct or supplement the student errors or one-sided, help them realize the construction of meaning. Secondly, the importance of creating a situation is emphasized. It is believed that only under the real social and cultural background can the learners construct the meaning of the knowledge they have learned. Therefore, teachers should create real or similar learning situations based on the contents and goals they have learned. Constructivism emphasizes the key role of collaborative learning. It believes that collaboration between students and teachers and students plays an important role in collecting and analyzing learning materials, putting forward and testing hypotheses, evaluating learning outcomes and constructing meaning.

2. Functions of Constructivism in Translation Teaching of College English

2.1 Innovate Teaching Theory

Constructivism learning theory is a new learning theory rising in western countries in recent years. It is an important branch of cognitive learning theory as a new learning theory. Constructivism holds that learning is the process of constructing inner mental representation. Learners' knowledge acquisition and skill formation are not achieved by teachers' teaching, but by the way of meaning construction based on original knowledge, experience and skills. In view of the constructivist theory and the construction of the teaching system of college English translation, we should focus on the implementation of the theory of English translation. It can be said that the application of

constructivism theory is the first concern of college English translation teaching. It is the implementation of translation theory neglected by traditional teaching. Effective implementation of theoretical teaching is of great significance for the cultivation of college English translation talents. In the traditional teaching of translation, the training of skills is very important for the educators, and whether the theory is well mastered is not in its consideration. But from the perspective of linguistic education, language translation itself is the key to the integration of language theory into practice. Language translation learning is an important way to practice linguistic knowledge. The knowledge of language theory in traditional teaching is too boring and it is very difficult for students to master. But from the perspective of constructivist theory, we will take the initiative of students as learning subjects to absorb language knowledge. Theoretical learning will no longer be dull and dull, and it will shine unprecedented brilliance. In constructivist translation teaching class, students are no longer a vessel to accommodate translation knowledge and translation skills, nor are they immersed in translation robots, but rather an active learner. The students can actively participate in the translation learning activities with their own experiences and existing knowledge to realize the meaning construction of translation knowledge.

2.2 Transform Teaching Model

At present, the teaching mode of college English translation mostly follows the traditional translation teaching mode, that is, the teacher is the main body and center of the teaching process. It controls the whole process of selecting teaching materials, teaching design, teaching contents and evaluating the quality of translation. In college English translation teaching, teaching material is often not related to students' professional literature materials and real life, and these disjointed, non-language major students will be engaged in translation activities often with their own professional, such as business, law, journalism, science and technology, therefore, from learning and social requirements literature materials. In the process of teaching, we emphasize the imparting of knowledge. The teaching content is mainly about the explanation of translation skills based on words, words, phrases, sentences, paragraphs and texts. Then we assign students related exercises and check the reference texts together. In modern education, the teaching quality depends on the education group to verify the effect of knowledge, teaching methods and students' mastery of knowledge depends on the education. Good teaching methods can ensure students to absorb knowledge quickly. On the contrary, the method just passable weakens the teaching effect, and even affect the students learning enthusiasm. In this regard, standing in the height of the theory of constructivism, the direction of development on translation teaching mode, the real importance of the development, to ensure the ideas in the implementation of modern teaching, the teaching method can ensure that the group needs to meet to cater to the educated, educated groups desire knowledge acquisition can be said, attaches great importance to the translator's translation ability in translation teaching, its translation level really reached translation demand, determines the translation quality and translation text meaning.

2.3 Update Teaching Technology

The integration of constructivism theory into university translation teaching is also of great enlightenment to the diversified development of University translation teaching technology. To meet students' psychological needs, promote the development of students, teaching methods to achieve the good side, and on the development of modern science and technology, the main means can arouse students' interest is the application of comprehensive teaching technology of digital technology with vivid patterns, many modern teaching methods are through digital technology to assist to achieve better educational effect the. The youth of modern society generally live in the aid of digital technology, and their dependence on and love of digital science and technology is becoming more and more serious. In this regard, the theory of Constructivism to cater to students' psychological education, urged the translation introduction of digital technology, ensure the teaching technology to students, can increase the attractiveness of translation teaching, ensure education groups into the teaching of translation. The role of the teacher is not to impart knowledge and to instill knowledge,

but to organize, guide and help students to find problems, analyze problems and solve problems. The students are not only the passive recipients and the objects that are instilled, but the subject of the construction of knowledge meaning. Based on the original knowledge, students should process the new information and construct their own new knowledge, to construct the cognitive structure independently. In addition, constructivism emphasizes the important role of the situation. The creation of the scene is very important to the classroom teaching. The design of teaching objectives should focus on how to create a conducive to the students the meaning construction starts, classroom teaching should focus on technology to help students complete the construction of the center of the meaning of learning, to truly improve the students' practical ability to work. Constructivism plays an important role in upgrading the teaching technology of College English translation and improving the teaching efficiency.

3. Reform Strategies of Translation Teaching of College English Based on Constructivism

3.1 Select Translation Content

In the process of developing college English translation teaching, we should pay attention to the choice of teaching content to fit students' subjective thinking, and arouse students' initiative understanding and initiative exploration consciousness to ensure the further implementation of constructivism theory. Constructivism emphasizes the subjectivity of students, so it requires students to think about problems, explore problems and find problems voluntarily, and realize the significance of building knowledge in this process. Therefore, we must give full play to students' subjective initiative, take the initiative to assume the protagonist in the classroom, explore the rule of knowledge, enhance their ability and stimulate creativity through scenario simulation, role playing and other practices. This is a very high demand for the selection of translation content. In the traditional translation classroom, most of the translation materials of students were selected by teachers. The contents of the translation materials are basically the same. They are basically passages or sentences in common literary works. Often these common translation materials and knowledge are always useless in real life. Because social needs and commonly used translation materials are practical and applied, which involve political, economic, cultural, technological, tourism and other aspects. We must move some of the most practical, most suitable, and social market needs of the present stage to the classroom. These translation materials and translation situations are not completely chosen by the teacher alone. They can be put forward by the teachers, let the students take the initiative and take the initiative to build them. Students can choose some translation materials that are familiar with and interested in their own initiative, and can achieve unexpected teaching results through active analysis, thinking, comparison and cooperation to translate and achieve. This coincides a representative of constructivist translation. That is to achieve the co improvement of students' translation competence and self-confidence through authentic translation scenarios.

3.2 Organize Practical Activity

In the guidance of college English teaching system, constructivism should focus not only on optimizing the content of college English translation teaching, but also for further optimization and guidance in the construction of translation teaching environment. According to constructivism theory, students are regarded as the main body of learning, creating the advantageous environment for the cultivation of collaborative translation ability, ensuring educators to assist students in learning translation knowledge. The collective discussion of the theory classroom environment construction. Theoretical knowledge learning is boring and must be rote memorized, so it cannot arouse students' interest in learning, and cannot guarantee their active and active participation in theoretical classroom learning. In this regard, educators should focus on creating classroom discussion atmosphere, discussion atmosphere and environment of communication to promote the students participate in the learning of theoretical knowledge, and through exchanges and discussions to express their views, absorb other people's thinking, so imperceptibly theoretical knowledge into their own knowledge

system. Language, as a tool for information interaction and ideological exchange, can only be applied to ensure that the meaning and meaning of words and phrases can be understood and expressed in scientific and precise way. Therefore, the teaching environment of college English Translation classroom under constructivism should focus on creating a sense of knowledge in the context of knowledge. We can make students really participate in English learning by using foreign teachers' videos, videos, dialogues, etc., and understand the meaning and meaning of every word in English conversation from the senses of the body to make a correct and precise translation. The best learning place for English translation is the accumulation of practical experience. Only by constantly accumulating experience and adapting to circumstances can we truly ensure the continuous improvement of English translation skills. In this regard, students should be encouraged to participate in social public welfare activities, voluntary activities, and absorb all kinds of experience from the society. Students gather and internalize a lot of experience and absorb experience from their own experience to improve their English translation ability.

3.3 Strengthen Cooperative Translation

In collaborative translation, teachers should group students before class. To achieve the best effect of collaborative learning, students with good English foundation can be combined into a group according to their proportion and slightly worse students, and serve as group leader. In this way, small group leaders can enhance their sense of self-worth and leadership when arranging and organizing discussions. Students with a slightly weaker foundation can learn from each other and learn from each other in translation, which will help students with poor translation skills. In the study of group translation, it is roughly divided into three links: first, the internal members of the group list the problems that are more difficult to translate. Next is the problem solving and mutual learning. In the discussion, the group leaders speak, introduce their translation strategies to the difficulties respectively, then compare the translation results with the members of the group, and make corrections to their translation answers through inquiry learning. When the teacher gives the English interpretation of the relevant concepts, the next step of translation is done by the students independently. In independent translation, students are not allowed to communicate with others and need to deal with the Chinese and English translation of specific long sentences and phrases. This process is essential. We must never jump to the discussion link directly. Because without independent thinking, students can never learn to translate by solving the difficulties encountered in bilingual handover. Meanwhile, independent translation training can also help teachers find common problems in the field observation, which will provide teachers with ideas and targets for further teaching. Finally, the members of the group will give the questions to the team leader, the leader of the group will speak at the teacher's comments and summarize the difficulties to the teachers. At the same time, with the help of the advanced voice classroom system, the students can realize the functions of mutual speech, recording, speaking and so on.

4. Conclusions

Constructivism is an important part of psychology. It fully respects students and attaches importance to the characteristics of student development. It can promote college English translation teaching and cultivate more practical English talents. The application of modern teaching technology has played an important role in the teaching of college English translation. The theory of constructivism provides a new theoretical perspective for the teaching of college English translation and has a positive guiding significance.

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