

Analysis of the Cultivation Path of Intercultural Consciousness in College English Translation Teaching

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ABSTRACT

Cross-cultural consciousness is an important content of college English translation teaching, which is very important to cultivate students' cross-cultural communication ability. In this paper on the analysis of the cross cultural consciousness on the basis of the importance of college English translation teaching, deeply analyzes the problems existing in the cross cultural consciousness cultivation, and from the clear teaching objectives, optimize the teaching content, innovative teaching methods, build evaluation system put forward path ideas, in order to improve the quality of college English translation teaching, cultivating international English talents provide reference.

KEYWORDS

College English; Translation teaching; Cross-cultural consciousness; Training path

With the acceleration of globalization, cross-cultural exchanges are increasingly frequent, and the demand for high-level and compound translation talents is increasingly prominent. College English teaching shoulders the important task of cultivating international English talents, and translation teaching is an important way to improve students' English application ability. However, translation is not only the transformation of language, but also the transmission of culture. Transcultural consciousness, as the "third element" besides language ability and professional knowledge, has its influence on translation activities cannot be ignored. Only by having a deep understanding of the cultural connotation of the source language and the destination language can the translator realize the all-round equivalence of language, semantic and pragmatic, and avoid the problems of mistranslation and missing translation.

1 The importance of intercultural awareness in teaching college English translation

Cross-cultural consciousness is interpreted as the sensitivity to multicultural, compatibility and response to cultural differences, and is a part of cross-cultural communication ability. Under the tide of globalization, having cross-cultural awareness has become a necessary quality for high-quality English talents. College English translation teaching should strengthen the cultivation of students' cross-cultural awareness when improving their language skills. Cross-cultural consciousness is the premise of improving the quality of translation, translation is in different languages, different cultural information communication behavior, the translator's cultural cognition, values profoundly affect the translation process, keen grasp the differences between Chinese and western culture, grasp the cultural connotation of source language text, can target in translation, on the basis of the original, flexible processing, realize the cultural level of equivalent

conversion, avoid cultural misreading. Cross-cultural awareness is the need to enhance students' competitiveness in employment. With the continuous improvement of China's opening up to the outside world, English major students face greater challenges in employment. With solid professional skills, familiar with Chinese and Western cultures, and compound talents who can express themselves appropriately in cross-cultural communication will have more competitive advantages. Cross-cultural consciousness is the booster of students' future development, many English major students to engaged in foreign work after graduation, frequent participation in transnational exchanges, cultural differences conflict is inevitable, and respect for different cultures, tolerance, and resolve the wisdom of the cultural conflict, will help students in the multicultural background to better study, work and life.

2 Problems in Cultivating Intercultural Consciousness in College English Translation Teaching

2.1 The teaching objective orientation is fuzzy

For a long time, the teaching goal of college English translation in China has a tendency to emphasize skills, light accomplishment, light language ability and light cultural consciousness. On the talent training orientation, generally attaches great importance to the students' translation skills training, ignore the cultivation of cross-cultural communication consciousness, lack of the specific requirements of students' cultural accomplishment, in the teaching goal design, focus on vocabulary, grammar, rhetoric and other language elements such as equivalent conversion, cultural background, language customs attention is not enough, the translation of cultural equivalent requirement is not high. This teaching orientation of "emphasizing language rather than text" separates the internal connection between language and culture, and ignores the essence of cross-cultural communication of translation activities. Therefore, students are trained to "read" but "translate poorly". It is difficult to become outstanding English talents with a global vision, familiar with international rules and can tell Chinese stories well.

2.2 Lack of teaching content and cultural elements

At present, the university English translation teaching content is the problem of lack of cultural elements, teaching material selection focus on language training, the cultural connotation mining, English professional translation materials around economy, politics, science and technology, select the corpus of generally lack of cultural reference, the source language national history humanities, local customs, values, and the reflection between Chinese and western cultural differences is not enough, students in the learning of difficult perception text of cultural connotation, more difficult to understand the cultural differences in translation. Teaching case source single, the lack of real cross-cultural context, teachers in teaching ready-made corpus, or selected from the library, few from media reports, literature, business negotiations and other real context of cross-cultural communication case, from cultural context of translation training makes students to realize the important role of culture in translation, is not conducive to the formation of cross cultural consciousness. The explanation of cultural background knowledge is superficial and lacks depth and breadth. At present, cultural background knowledge in translation teaching is mostly presented in the way of vocabulary interpretation. There is a lack of systematic interpretation of the sources of vocabulary and phrases, and the lack of in-depth analysis of verbal behaviors reflecting cultural differences, making it difficult for students to truly understand its cultural connotation.

2.3 Teaching methods are monotonous and boring

University English translation teaching method means single, insufficient interaction between teachers and students, bound the students cross-cultural consciousness, the translation class is given priority to with teachers teaching, instill translation skills and translation method, lack of inquiry, experiential teaching activity design, student participation is not high, the indoctrination, cramming teaching mode to the classroom atmosphere depressing, the low interest in learning, students in the passive accept knowledge, lack of thinking and practice. Translation teaching methods are insufficient. Modern information technologies such as multimedia and mobile terminals have limited application in translation classroom, and the traditional teaching forms have not changed much. Experiential teaching methods such as case teaching, project teaching, scenario simulation and role-playing are not used much. The teaching organization mode is mainly individual, and there is few group cooperation and team inquiry, etc. This knowledge-based classroom without situation creation and practical experience is difficult to mobilize students' emotional input. Students passively accept cultural knowledge and lack internalization and absorption, which is not conducive to the endogenous cross-cultural consciousness. Classroom teaching and extracurricular practice are not enough, most schools lack a platform combining translation practice with cultural investigation and cultural experience, students have few opportunities to go out of the classroom, into museums, libraries and other cultural places to feel the excellent traditional Chinese culture; less into foreign enterprises and foreign units, to experience different cultures in communication with foreigners, the lack of cultural experience makes cross-cultural awareness into a "castle in the air".

2.4 The teaching evaluation system is not perfect

The imperfect evaluation system of college English translation teaching restricts the improvement of students' cross-cultural consciousness. At present, the evaluation content of translation teaching mainly focuses on translation homework and translation examination, focusing on the examination of students' language use ability, and the investigation of cross-cultural consciousness is insufficient. Evaluation method is given priority to with the result evaluation, process evaluation, the students in the teaching activities, initiative lack of attention, evaluation subject is given priority to with teachers evaluation, students self-evaluation, mutual evaluation, evaluation feedback is not timely, the translation results, ignore the process performance, lack of interactive feedback single evaluation mode, is not conducive to students' sensitivity to cultural differences and the formation of cross-cultural communication ability. In terms of evaluation content, most of the existing evaluation schemes are limited to the language quality of the translation, such as whether the words and sentences are accurate and authentic, whether the grammatical structure is correct, lack of conveying the cultural connotation and reproducing the cultural style, and ignore the translator's cultural accomplishment and the ability to process cultural loaded words. In terms of evaluation methods, outcome evaluation such as homework and examination dominate, lack of process evaluation and formative evaluation, insufficient attention to students' class discussion and group cooperation, and lack of incentive evaluation. In terms of the evaluation subject, teachers speak widely, and the participatory evaluation such as self-evaluation and mutual evaluation is limited. Students lack reflection on their self-expression and absorb the learned experience of others.

3 The Way of Cultivating Intercultural Consciousness in College English Translation

Teaching

3.1 Clarify the teaching objectives of cultivating cross-cultural awareness

Cultivating students' cross-cultural awareness is an important mission of college English translation teaching. Traditional translation teaching attaches too much importance to the training of language knowledge and translation skills, and ignores the influence of cultural factors on translation, leading to students' weak cross-cultural awareness, and it is difficult to complete high-quality translation tasks. Therefore, when formulating the teaching objectives of college English translation courses, the training of cross-cultural awareness should be listed as the core goal.

At the level of talent training plan formulation, cross-cultural ability should be listed as one of the core competencies of English major students. The in-depth implementation of the national "Belt and Road" initiative and the practice of the concept of building a community with a shared future for mankind urgently need a large number of international English talents with a global vision, familiar with international rules and who can cope freely in a cross-cultural context. Colleges and universities should comply to the requirements of The Times, will cultivate profound Chinese culture and broad international vision of applied, compound English talents as English professional training goals, and cross cultural ability to the course teaching each link, guide the English translation course teaching content to the cultural, ideological content.

In the design of individual course teaching objectives, teachers should establish the concept of equal attention to language and culture, and integrate rich cross-cultural teaching elements. In strengthen the basic skills at the same time, teachers to teach system English political system, economic development, social change, local conditions and customs, thinking mode of cultural knowledge, guide students to compare Chinese and western culture, enhance cultural sensitivity, such as in the English-speaking address system, teachers should not only explain Mr., Ms., Mrs. appellation usage, more to guide students to compare in age, generation, social status, grasp the cultural connotation behind the appellation, improve the flexibility of processing address. Teachers should pay attention to cultivate students' ability to speak good Chinese story in English, enhance cultural confidence, in the translation teaching, teachers should dig deep into the classic chapter of Chinese excellent traditional culture, guide the student in translation practice grasp and profound Chinese culture, express the Chinese culture effective translation strategy, set up the cultural consciousness and confidence.

3.2 Optimize the teaching content design

Attach equal importance to language and culture, and the selection of teaching materials should be rich in cultural implication, covering the politics, economy, history and history of China and the West, such as political speeches, hot news, etc., so as to guide students to deepen their cognition of Chinese and Western society and culture in translation practice. To pay close attention to the international and domestic major issues, select to carry forward the truth, reflect the spirit of high quality text, guides the student to speak good Chinese story, spread contemporary Chinese voice, such as in "Belt and Road" initiative, can choose related English reports as translation material, guide the student to grasp the cultural connotation of "Belt and Road" in translation, refining the effective spread of external strategy. Paying attention to cultural contrast, the selection of teaching content should be conducive to students' comparative analysis of Chinese and Western culture, and the selection of materials should cover real cases such as pragmatic errors, cross-cultural communication barriers and cultural conflicts, so as to guide students to reflect on the impact of cultural differences on translation and communication. Case to close to the actual students, select study abroad life, Chinese-foreign cooperation in running schools, multinational enterprises work

related context material, improve students' practical ability to analyze and solve problems, such as in the teaching of Chinese and foreign business negotiation topic, can choose multinational company merger case, guides the student to comb the cultural differences in the merger and acquisition negotiations, put forward effective countermeasures.

Emphasizing the depth and breadth of cultural interpretation, teachers should systematically sort out the geography, history, religion, politics and other cultural background knowledge of English-speaking countries, deeply explain the context of cultural vocabulary and slang allusions, and reveal the deep cultural connotation behind the language. Cultural interpretation to have breadth, involving the English mainstream culture and multicultural, race, class, regional cultural differences, expand students' cultural vision, teachers should strengthen the cultural background knowledge both inside and outside the extension, and Britain, western civilization, cross-cultural communication course form, guide students to read the original English books, extracurricular cross-cultural background knowledge. To strengthen the exploration of excellent cultural classics at home and abroad, teachers should carefully select the classic chapters containing the essence of excellent Chinese and Western culture, such as the Four Great Classics and the Analects of Confucius, to guide students to understand the charm of Chinese culture in translating and taste classics and enhance their cultural confidence. Western humanistic classics such as Shakespeare's works and Lincoln's speech should be selected to help students understand the values and thinking modes of English-speaking countries and broaden their cultural horizons.

3.3 Innovate teaching methods and means

Cultivate students cross-cultural consciousness, the key lies in the innovation of teaching methods, from "exam-oriented education" to "quality education", from "full" to "task driven", the cross-cultural teaching into the rich and colorful classroom interaction and extracurricular practice, let the students in the "silent" improve cultural consciousness and cultural ability. Classroom teaching is the main position of cross-cultural consciousness cultivation, teachers should elaborate rich cultural contrast and interactive teaching activities, make full use of multimedia means to create immersive, experiential cultural learning atmosphere, such as when learning Chinese and western food culture, teachers can use VR technology in Chinese and western banquet scene, let the students group as host and foreign guests, experience table etiquette differences between Chinese and western, deepen cultural cognition in the role swap. When explaining business etiquette, design the melodrama performance, and let the students play the role of Chinese and foreign business people to simulate the business negotiation and the signing ceremony scene, and feel the similarities and differences between Chinese and Western business etiquette and negotiation strategies. Flexible use of heuristic, exploratory teaching methods, organize students to collect cultural information, independently explore cultural phenomenon, group discussion, speech debate, guides the student in the active participation, brain deepen cultural understanding, such as in learning Chinese and western festivals, can organize students to use network resources to relevant information, summarizes the Chinese and western festivals in origin, customs, moral differences, refining translation strategy, consensus in the group review.

Classroom teaching should be organically combined with extracurricular activities to enrich the cross-cultural practice experience. Teachers should make full use of the network platform, build a cross-cultural communication resource database, upload cultural lecture videos, classic movies and TV plays, and guide students to extend their cultural learning after class. We should make full use of the cultural environment of the school to carry out various extracurricular activities, such as holding Chinese and Western poetry readings, cultural lectures, foreign teachers' workshops, inviting foreign teachers and students to share cross-cultural experiences, and carry out practical activities with the

theme of experiencing Chinese traditional culture, to lead students to deepen their cultural identity in personal experience. To build English practice platform, English corner, English culture festival, Chinese and foreign students communication, etc., provide students in the real context use language, share culture, teachers should guide students to participate in overseas study, international volunteer service activities, encourage students to go abroad, in communication with foreigners improve cultural appreciation and the ability to deal with cultural conflict. Teachers introduce rich cross-cultural learning tools, such as cultural learning APP, cross-cultural scenario simulation software, the latest cultural learning resources into the classroom, such as the introduction of cross-cultural learning tools CulturalAssimilator, present cross-cultural communication, let the students by choosing coping strategies, compare cultural differences, analysis, in the process of solving the problem of cross-cultural communication skills.

3.4 Building a cross-cultural translation ability evaluation system

Constructing a scientific and perfect cross-cultural translation ability evaluation system is an important guarantee to test the teaching effectiveness and promote students' independent learning and sustainable development. The traditional translation ability evaluation system mainly focuses on the final examination, and the evaluation content focuses on the transformation of language elements, such as vocabulary, grammar, rhetoric, etc., and less involves the transmission of cultural connotation, so it is difficult to comprehensively evaluate students' cross-cultural awareness and ability. New evaluation system should be on the basis of language skills assessment, the attitude of students towards cultural differences, the ability of different culture, in the context of cross-cultural flexible skills as an important dimension, establish "knowledge + skills + emotion" multidimensional evaluation index, motivate students to strengthen cultural learning, internalized cross-cultural consciousness.

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The evaluation system should give full play to the students' subjectivity, and the students should become the participants in the evaluation activities rather than the bystanders. Teachers should guide students to reflect on the gains and losses in cultural learning and application in self-evaluation and mutual evaluation, deepen cultural understanding, and clarify the direction of improvement in the future. Evaluation can take various forms, such as writing learning logs, cultural essays, group evaluation and classroom comments, etc., to stimulate students' interest in participating in evaluation. In view of students' unique perception and innovation in the cultivation of cross-cultural awareness, teachers should give timely recognition to enhance students' cultural confidence.

4 Conclusions

In the face of international competition, the new situation in the face of cultural confidence strategy new deployment, in the face of national development demand, college English translation teaching should establish a global perspective, cross the main line, broaden the cultural vision, innovative education mode, foster a batch of can tell good Chinese story, spread Chinese voice, show the real three-dimensional comprehensive image of China excellent English talents. In this way, we can live up to our mission, help build a community with a shared future for mankind, and write a brilliant chapter in the great rejuvenation of the Chinese nation.

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