

Research on the Teaching and Improvement of College English Translation in the Age of "Internet +"

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Abstract. The rapid development of the socialist market economy has promoted the progress of Internet information technology and accelerated the development of the "Internet +" era. Internet information technology is widely used in all aspects of people's daily production and life, and it has a huge impact on education and teaching activities. In the process of college English translation teaching, the use of "Internet +" technology to achieve innovation in teaching mode can not only improve students' English translation ability, but also strengthen students' comprehensive English quality. This paper analyzes the problems existing in the current college English translation teaching, and finds the measures to promote the optimization and development of college English translation teaching in the era of "Internet +". In the process of comprehensive quality education development, educational activities are no longer simply to acquire knowledge, but more to train students' comprehensive skills to meet the needs of social talent competition [1]. Under the influence of "Internet +" technology, the current college English translation teaching mode has undergone tremendous changes, breaking the time and space constraints to a certain extent, and effectively improving the level of college English translation teaching. The application of Internet information technology in college English translation teaching has changed the traditional teaching methods and put forward higher requirements for the corresponding English translation classroom teaching content.

Keywords: "Internet +"; College English translation; Teaching reform; Existing problems; Effective measures.

1. Problems in the Process of College English Translation Teaching at the Present Stage

1.1 The School Lacks Attention to English Translation Teaching

The main goal of the university's English teaching is to let students master the four abilities of listening, speaking, writing and writing. However, in the actual English teaching process, the teachers only pay attention to the students' English test scores. The six-level pass rate measures the level of English learning of students. Under this mode of teaching, students often only do English test questions, which leads to students' limited ability in English expression and oral communication [2]. At the current stage of college English teaching, English translation teaching has not achieved significant results, and some schools do not attach importance to English translation teaching, so the role of English translation teaching content in the entire university English teaching system is not obvious. In addition, the English textbooks selected by some school's lack professional English translation content, and only contain some basic English translation knowledge and related skills. There is no comprehensive English translation knowledge content explanation, which limits the improvement of students' English translation level to some extent. It is not conducive to the improvement of students' comprehensive English ability [3].

1.2 The Content of the English Translation Course is not Compatible with the Actual Needs of the Society.

At this stage, in the process of college English teaching, most schools still use the old and traditional textbooks for English teaching activities. The English translation content in the textbooks is relatively small and the topic lacks innovation. It can not only reflect the innovative spirit of the Internet information age, but also cannot Adapted to the actual needs of social development, this has

resulted in the failure of college English translation teaching to cultivate high-quality talents that keep pace with the times. In addition, the college English translation textbooks selected by Chinese colleges and universities are out of touch with the actual life of students, and the lack of close connection with real life cannot highlight the current characteristics of the times [4]. Many translation test questions related to English textbooks only pay attention to the accumulation of students' English vocabulary and grammar. They usually ignore students' interest in English translation and the improvement of students' English translation ability.

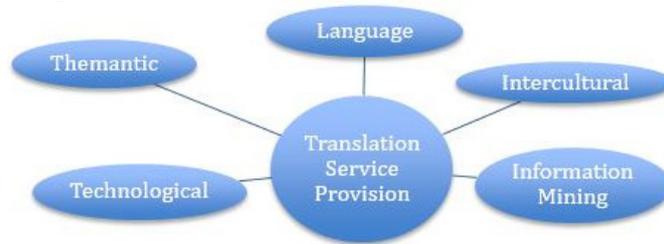


Fig. 1 Key points in English translation teaching innovation

1.3 English Translation Course Teaching Pays Too Much Attention to Theoretical Knowledge, Ignoring Students' Language Communication Ability

In the current college English translation teaching process, the school and teachers pay too much attention to the students' basic theoretical knowledge, and often ignore the students' English communication ability. In the college English test, only the corresponding English translation test questions, usually the students' English vocabulary accumulation and grammar use as the focus of the assessment, this test mode is one-sided, not conducive to the overall development of students. In addition, teachers use the students' English test scores as the sole criterion for measuring students' English proficiency. They do not pay attention to the cultivation of students' English communication ability in the course of specific course teaching, which makes the college English translation teaching fall into a misunderstanding. Students only have good English test scores. It has a certain ability to communicate in English, which reduces the quality of English translation teaching to a certain extent.

2. The Influence of "Internet +" on College English Translation Teaching

2.1 Promote Teachers to Use Innovative Teaching Methods

In the context of the "Internet +" era, in order to meet the actual needs of social development, teachers continue to innovate teaching methods and enrich the content of college English translation classroom teaching. In the practice of English classroom teaching, the use of multimedia technology and advanced online teaching platform to carry out English translation-related training for students, in this process, give full play to the subjective initiative of students, let students master the classroom learning, and continuously train students The interest in learning to improve the enthusiasm of students in the content of English translation courses. The application of "Internet +" technology has innovated the teaching method of English translation course, breaking through the limitations of time and space for college English teaching. Students can search for high-quality English translation software and related course teaching resources on the platform of the network, which not only strengthens the pertinence of college English translation course teaching can also improve the overall level and quality of college English teaching, which is conducive to the improvement of students' English translation ability.

2.2 The Ways to Encourage Students to Change Their Learning

The wide application of "Internet +" technology in the teaching of college English courses provides more fresh experiences for students to learn English translation knowledge content, and encourages students to change their own learning methods. In the era of Internet information, students have access to more excellent learning concepts and have continuously improved their understanding of college

English translation studies. Students' English translation studies are no longer limited to teachers' lectures. Students can watch high-quality English movies or related film and television works. Students can also improve their English translation skills through online English learning. Internet information technology can not only change the classroom teaching methods of teachers, but also enrich students' English learning methods, allowing students to change from passive acceptance of knowledge to active and self-conscious absorption of knowledge, giving full play to the main role of students, and constantly stimulating students' English translation learning. Interest, thus helping students develop good study habits. Under the influence of the network environment, teachers integrate healthy and active online hot topics and current affairs into the content of college English translation teaching, and strengthen the connection between English translation teaching and real life. In the process of course teaching, teachers guide students to actively participate in the study of English translation content, and further improve students' English translation learning methods, thus effectively improving the classroom teaching effect of college English translation and realizing the comprehensive quality of students' English.

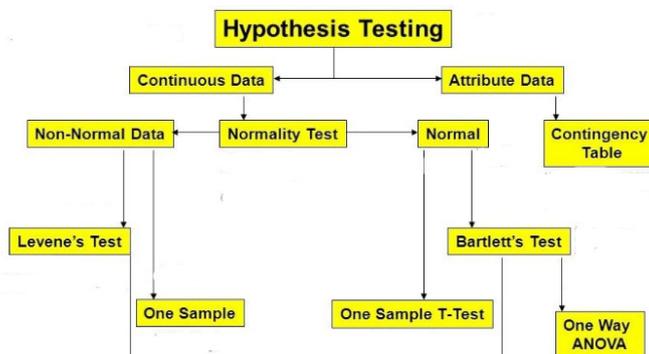


Fig. 2 English translation teaching flow chart

3. Under the Influence of the "Internet +" Era Background, Measures to Promote the Effective Development of College English Translation Teaching

3.1 Relying on "Internet +" Technology to Create a Diversified Teaching Model

Under the premise of the "Internet +" era, the teaching of college English translation courses should make full use of advanced network information technology to create a diversified teaching model. In the actual college English translation teaching process, teachers can enrich the classroom teaching methods with the power of the network platform, and provide students with a large number of high-quality translation teaching resources. Students can further improve their English translation ability through the guidance of famous teachers on the network. For example, in college English translation teaching, teachers can use the "micro-course" teaching method to help students prepare for pre-study and post-class knowledge of translation knowledge content, and use video teaching to explain specific English translation knowledge points in time for classroom teaching. Supplementary, so that students can learn more about the relevant knowledge content, and comprehensively improve the teaching effect of the English translation classroom. In the era of "Internet +", when the university English translation teaching mode is created, high-quality teaching situations, effective communication between teachers and students, and a good teaching atmosphere should be the key content. Teachers optimize the integration of network resources. Constantly tapping powerful technologies and actively transforming traditional teaching ideas. Starting from the actual needs of college English translation teaching, rational use of relevant teaching equipment and facilities, to achieve the coordinated development of students' English performance and communication, so as to strengthen the overall level of English learning.

3.2 Using Internet Information Technology to Optimize Students' Learning Methods

In the process of college English translation teaching, students are the main body of learning. Teachers should promote students' all-round development, continuously cultivate students' interest in English translation and study, and guide students to construct a learning model that conforms to their own learning rules. Under the influence of Internet information technology, the college English translation course breaks the limitation of classroom teaching, and students can conduct extracurricular learning of English translation course content through the Internet. For example, some teaching websites, English learning software (51talk), etc., students can learn English translation through contact with different channels, and access relevant English translation learning resources on the network platform, and not expand their knowledge reserves. At the same time, online students can realize online communication by establishing small learning, and improve students' English application ability and communication level. Students can use these channels for English translation studies. In addition, in the process of college English translation classroom learning, teachers should give full play to their guiding role and guide students to actively carry out English translation knowledge content learning.

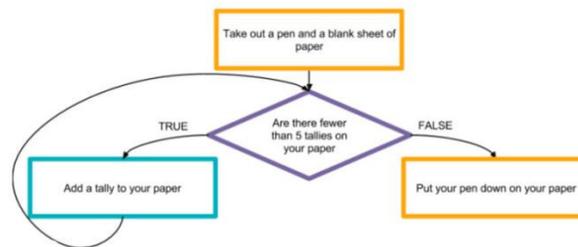


Fig. 3 Thoughts on the problems faced in the process of English translation

3.3 Update the Teaching Concept and Optimize the Teaching System of College English Courses

The application of "Internet +" technology has changed the teaching mode of college English translation. Teachers should constantly update the teaching concept to meet the actual needs of teaching, and construct an effective teaching system of college English in the specific English translation teaching process. Teachers can combine textbook knowledge and online teaching resources on the basis of students' mastery of English translation knowledge, and strengthen the cultivation of students' English application ability. By regularly organizing English translation contests and interesting English translation activities, teachers can provide students with a large number of English translation opportunities, and constantly stimulate students' interest in English translation studies, thus effectively improving students' English translation skills.

4. Conclusion

In short, the application of "Internet +" technology in college English translation teaching not only innovates the teaching methods of teachers, promotes the transformation of teaching concepts, but also effectively enhances students' English translation learning ability, which is conducive to students' comprehensive English literacy.

Acknowledgments

This work was supported by the “Research Project of Tianjin Education Commission, Research on Training Mode of Modern Agricultural Science and Technology Translation Talents, Item No: 2017SK092”.

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