

A Theoretical and Practical Research Based on the Teaching of Russian Translation Majors

Shuang Zhang

Heilongjiang Institute of Technology
Email: cythian@yeah.net

ABSTRACT

At present, the teaching reform of Russian translation in colleges and universities has attracted widespread attention. At the same time, the theory and practice of Russian translation teaching are also developing rapidly. Based on the significance of strengthening the theoretical and practical development of Russian translation, starting from the training objectives and curriculum characteristics of Russian translation major, this paper analyzes the common problems existing in Russian-Chinese translation in terms of language and style, and proposes how to improve it. The teaching quality of Russian translation major puts forward some suggestions, in order to provide some useful reference values for the development of Russian translation major.

Keywords: Russian; translation major; teaching theory

1. INTRODUCTION

With the acceleration of global economic integration and informatization, international exchanges and cooperation are becoming more and more frequent. At the same time, higher requirements are put forward for the cultivation of translation professionals in colleges and universities. Translation is an important link in the undergraduate teaching of Russian majors. The course aims to equip students with the basic knowledge, methods and skills of translation and equip them with practical translation skills, thus laying a solid foundation for future translation and teaching. Translation teaching is an important part of adapting to the development of the times and cultivating future translation talents [1]. Therefore, in the field of education, translation teaching is a controversial topic, and the quality, quantity, form and time of its teaching content will have a great impact on the quality of Russian teaching.

2. CLASSIFICATION OF THE THEORETICAL AND PRACTICAL ABILITIES OF RUSSIAN TRANSLATION MAJORS

2.1 Strategy selection ability

Due to the differences between translators' translations and translations, translators should follow the

guideline of "faithfulness to the original". This is due to different translation strategies. Differences in translation strategies will result in differences in translation effects, thus reflecting the translator's overall translation level. For example, in the analysis of "domestication", planned translation will not take into account the era background of the translation, but will make the translation naturally fluent and familiar according to the customs and habits of the translator's home country. However, when it is not necessary, many translators will choose "change translation", that is, to achieve "domestication" according to their own understanding [2].

2.2 Disciplinary integration ability

From the perspective of Russian translation, it is clear that mere lexical translation is not the purpose of this course, its purpose is to train a professional, like a native speaker who learns Russian translation, and can use Russian proficiently. Language is the inheritance, innovation and development of a culture, and the development of translation studies is the combination of communication and linguistics. Linguistics has two levels of discourse and content, and it is necessary to deeply understand the background and meaning of linguistics, so that translators can understand and translate more comprehensively, and then improve their comprehensive application ability.

2.3 Unit Translation Ability

Barhudarov believes that "translation is the practical process of one language to another" [3]. Therefore, translation itself is an "a (mother tongue) - a (mother tongue)" process, that is, although the language units are different, their linguistic and cultural bases are the same, so it can make sense of Internal assimilation and transmission. Russian translation majors require knowledge of both Russian and Chinese languages, and be able to use vocabulary, phrases and sentences in various languages for equivalent translation. The translator needs to find the smallest unit in the translation process and combine these units for translation. Therefore, translation is one of the most basic translation skills, which can optimize the relationship between language, context, and culture, and ensure the homologous transformation of various languages.

2.4 Tool application ability

With the continuous emergence of new technologies such as big data, Internet of Things, artificial intelligence, cloud computing, etc., the number of talents in various industries is decreasing, and human resources are limited. It is possible to use Russian tools to improve the speed and quality of translation. Because the translation of language is essentially the conversion of language units, as long as the appropriate units, rules, cultures and other elements are identified at the terminal of the smart device and combined, smart tools, parallel corpora and primary data can be used. to convert. With the adequacy and standardization of database resources, the role of translation will become stronger and stronger, and translators only need to add non-translation elements to these elements.

In addition, from a contemporary perspective, Bell's classification of translation ability factors is not strict, and there is overlap between different abilities, and the translator's technical level is not fully considered. The Autonomous University of Barcelona opened the first translation major, and the PACTE team defined a variety of factors, which were generally recognized by the industry. From 1998 to 2009, the team continued to revise the concept of translation competence and finalized the TC model of translation competence. The study believes that translation ability is a complex interactive process, and is composed of five kinds of abilities + psychological factors. The translation skills that Russian translators should have are shown in Table 1 below.

Table 1 Multi-factor measurement of Russian translation ability

Translation ability	Measurement elements
Bilingual sub-ability	Vocabulary and language knowledge are tested, focusing on

	the accurate conversion and expression ability of Chinese and Russian; discourse knowledge, focusing on the word segmentation ability of Chinese-Russian discourses; pragmatic knowledge, referring to the pragmatic transformation of Russian-Chinese discourses. characteristics, which can be converted correctly; sociolinguistics, which examines the correct conversion of students to social situations
Extralinguistic subcompetencies	Investigate the cultural knowledge of Chinese and Russian countries; encyclopedia and subject knowledge, the subject covers the texts of law, science and technology, medicine, petroleum, business and other professional and technical fields
Sub-ability to translate knowledge	It mainly examines translation theory, translation skills, translation strategies, and knowledge of professional ethics in the translation industry.
Tool ability	To examine students' abilities in retrieval, dictionary use, and computer-assisted translation
Strategic sub-capacity	Inspect students' coordination ability in the entire translation process, analyze translation intentions as a whole, and examine the variability of translation strategies and the contextuality of texts
Psychological elements	Inspect students' logical thinking ability, innovation ability, analytical ability, etc.

3. A BRIEF ANALYSIS OF THE CURRICULUM OF RUSSIAN TRANSLATION MAJORS

3.1 The purpose of teaching Russian translation major

From the point of view of practical application, the teaching goals of Russian translation major are: "consolidate the foundation, strengthen skills, and strengthen practice", to provide a solid language foundation and profound cultural background for Russian teaching, so as to meet the needs of politics, trade, tourism, education, etc., diplomatic needs, etc. In fact, in today's increasingly close relationship between China and Russia, Russian as a small language is getting more and more attention. In addition, regarding the realization of teaching goals, we can also use the examination structure of "economic and trade translation" to test the translation ability of students (see Table 2).

Table 2 Composition of Russian "economic and trade translation" test

test questions	The purpose of the examination	Score ratio
fill in the blank	Mastery of translation standards, methods and techniques	15%
matching questions	Give a Chinese original text, provide a translation brief and multiple translations for selection, and examine students' translation skills	10%
single sentence translation	Translation skills ability, sentence analysis ability, cultural knowledge contained in translation	25%
text translation questions	Use context to understand literal, stylistic, and logical meaning	30%
Translation of comments	Evaluate the content of the given paragraphs and chapters, point out the standards and principles of translation in the process, examine whether students can use a dialectical translation evaluation perspective to examine translation skills, and examine the logic of reasoning	20%

3.2 Features of Russian translation professional courses

First, practicality. The setting of the Russian

translation major should conform to the actual situation, and continuously improve the ability of theoretical development and theoretical transformation, so as to achieve the purpose of linking theory with practice. Second, it is a comprehensive education. The development of Russian translation includes the understanding of various language units, the choice of translation strategies, the understanding of literary context, creative intentions, cultural traditions, and so on. Again, fusion. Language has boundaries, but culture and emotion have no boundaries. Therefore, translators should integrate the two organically. Translators can speed up translation by combining measurable factors. Finally, innovation. The teaching of translation major requires "semantic equivalence", that is, the respect and maintenance of the connotation and background of the original text, while translation is a creative creation, which is based on a comprehensive understanding of the text and translates it into its own language, thus becoming a new work.

4. A BRIEF ANALYSIS OF COMMON SKILLS IN RUSSIAN-CHINESE TRANSLATION

4.1 Word translation skills

The first is the Russian alphabet, the basic knowledge of Russian-Chinese translation, which is mainly used for international communication, the use of special meanings, the wide application of internal codes and passwords (as shown in Figure 1) [4]. Students' learning and application in Russian translation professional courses can provide reference for their professional practice. Through the understanding and application of the basic unit of vocabulary and internal rules, students' translation ability can be improved in an all-round way.



Figure 1 Russian alphabet

Starting from three different translations of "Russian-Chinese Translation Basic Course", "Russian-Chinese

Translation Teaching" and "Russian-Chinese Translation Theory and Skills", the following translation strategies are summarized: First, unit equivalence. Read and analyze the minimum translation unit, and translate from the minimum unit to ensure the quality and effect of the translation. To achieve this goal, we should first read carefully to find out the substantive nature of the original text, and then carry out the translation according to the context and intensive reading. The second is parallel language. Synchronicity refers to the parallel relationship between language components that can be converted into each other. The third is to have clear rules. The risks faced by different writers' works are quite different, so translators should analyze their work principles and turn them into the core of their culture to reflect the greatest value of their works.

4.2 Stylistic translation skills

Stylistics is an important part of Russian-Chinese translation, and also an integral part of stylistics. Differences in genres will affect the content of language use, resulting in different translations, which is also the fundamental reason for stylistic differences. Translators generally believe that in the field of translation, style diversity and style differences are becoming more and more prominent. In order to make the stylistic features of the Russian and Chinese languages and the logical features complement each other with the translation. For example, the language style of Chinese five-character and seven-character rhythmic poems is consistent with the logic of Chinese culture. Chinese contains many associations. At the same time, the rhyme in ancient Chinese poems is difficult to translate into Russian due to its own characteristics. In recent years, due to the continuous innovation and development of linguistics, stylistics has undergone tremendous changes, and the diversification of stylistics is inevitable. At present, the generally accepted stylistic categories include: descriptive, public, news, descriptive, applied, scientific and so on. Most of the development of translation technology is carried out around these types, so they have strong differences and adaptability, and can better play the role of translation.

5.TEACHING OPTIMIZATION STRATEGIES FOR RUSSIAN TRANSLATION MAJORS

5.1 Proficient in the professional needs of Chinese and foreign translators

Although Russian-language translations are generally referred to as Russian-language translations, the categories of Russian-language translations include: descriptions, official documents, news, descriptions, applications, and technology. Each subclass has its own requirements. The school's basic courses can start with

translation theory and practical operation, which can ensure that students can classify their majors after they have learned a certain level of basic knowledge.

5.2 Strengthen the practicality of native languages

Translation is not an indifferent language switch, it contains the emotions experienced by the translator. If the translator's language level is relatively high, he can express the content and feelings in the Russian language, so that the reader will have a different feeling; if a translator's technical level is relatively high, then his translation of Russian literature There is also a lack of inner experience and emotional connection in the process.

5.3 Extended Intercultural Communication Course

This course mainly includes Introduction to Russian Culture, Overview of Foreign Studies, Intercultural Communication, Introduction to Literature, etc. In addition to the cross-cultural knowledge, the Russian translation course must also have the ability of cross-cultural communication in order to effectively complete the cultural transformation in the translation process. The languages of different countries are constrained by history, society and living environment. The traditions and institutions that have been formed for a long time make Russian translators face great challenges.

6. CONCLUSION

In short, the improvement of translation ability is not an overnight achievement, it is a long-term and systematic work. Through the reasonable selection of teaching content, the teaching content is carefully designed, and the theory and practice are combined to achieve the teaching goal. In the continuous exploration, we will be committed to improving the quality of translation teaching and cultivating Russian translation talents to meet the needs of the country and society.

ACKNOWLEDGMENTS

2021 Basic Scientific Research Funds of Heilongjiang Province: Research on Cultural migration in Chinese and Russian translation of Xi Jinping: The Governance of China. Subject No.: 2021-KYYWF-1196

REFERENCES

- [1] M. H. Zhang. Research on the teaching content design of translation courses for Russian majors aiming at training applied talents [J]. *Caizhi*, 2022(3):142-145.
- [2] H. J. Dong, L. K. Wu. Research on the existing problems and countermeasures of translation

- teaching for Russian majors [J]. *Heilongjiang Higher Education Research*, 2021(11):156-160.
- [3] Y. Zhang. Research on the professional competence of teachers in the teaching of Russian translation [J]. *Education and Teaching Forum*, 2019(19):19-20.
- [4] K. B. Hu. The construction and development of foreign language disciplines from the perspective of new liberal arts—ideas and paths [J]. *China Foreign Languages*, 2020,17(3):14-19.