

Exploration on the Reform of the Teaching Mode of Professional English Translation Based on Problem Driven Mode

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Abstract—With the continuous deepening of the curriculum reform process in China, various new teaching methods have gradually been applied to China's education. The problem-driven teaching method is a kind of heuristic teaching mode, which can help students to divergently thinking, boldly question and enhance students' problem awareness. Through the investigation and research on the current situation of English translation teaching in colleges and universities in China, this paper studies the professional English translation teaching mode based on problem-driven teaching method, which is intended to clarify the existing problems and try to find a solution. The teaching mode carries out reform and exploration to improve the quality of professional English translation teaching.

Keywords—*problem-driven, English translation teaching, reform exploration*

I. PREFACE

Professional English plays an important role in the construction of international professional courses and the cultivation of internationally competitive professionals in universities. [1]As a comprehensive application of four English learning skills, which are listening, speaking, reading and writing, translation teaching is extremely important in professional English teaching. However, the current professional English translation teaching still adopts the traditional teacher-centered "grammar-translation" mode. Students' participation in the course is not high, and the learning effect is worrying. Learning participation is an important indicator to measure the learning effect of students. [2]It is a direct expression of students' subjectivity. Active participation can enhance students' self-efficacy, improve students' cognitive level and promote students' mastery of knowledge. The problem teaching method starts from the cognitive law and practice of students, scientifically designs problems, and subtly asks questions, so that students can acquire knowledge, develop intelligence, develop skills, and cultivate students to find problems in seeking and exploring problem-solving thinking activities.

II. FIRST

The problem teaching method has a long history. With the development and implementation of the new curriculum reform, the advantages of the problem teaching method have become increasingly prominent. It is one of the means to eliminate the drawbacks of traditional teaching, and it is also the internal motivation source for stimulating students' learning. [3]This teaching method can effectively use the factors of autonomy, cooperation and inquiry in students' learning, stimulate the internal motivation of students' learning, and taste the fruits of success, which should be the purpose of our new curriculum reform. [4]Cutting the methods that are conducive to stimulating students' interest in learning, developing students' learning potential, and promoting students' learning of historical knowledge are all within the scope of the "problem teaching method". For the specific problem, finding the corresponding answer and the right medicine are correct. The basic elements of the problem-based approach can be seen in Figure 1.

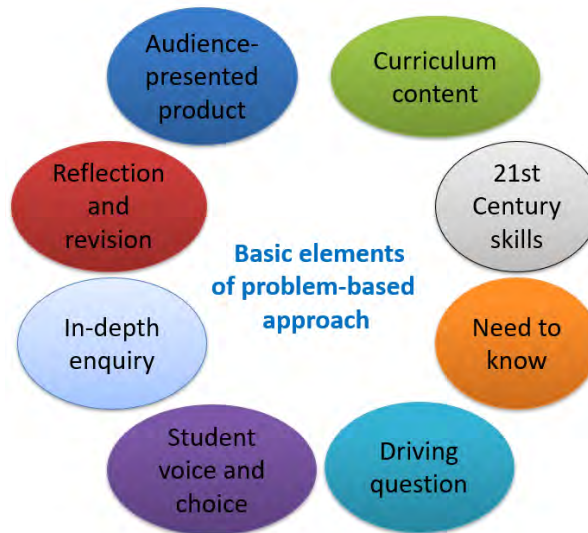


Figure 1. Basic elements of the problem-solving method

The characteristics of the problem-based approach are to create problem situations and activate student thinking. Practice has proved that doubts, contradictions and problems are the "heuristics" of thinking. It can make students' desire for knowledge to move from a latent state to an active state. It can also effectively mobilize the enthusiasm and initiative of students' thinking, which is the key to open the students' thinking organs.

The second is to pay attention to the art of "Bu Bai" and pursue the effectiveness of inspiring thinking. "Bu Bai" art means that there is room for teaching to allow students to pursue the artistic effect of inspiring thinking in the process of filling the gap with imagination. Therefore, this "Bu Bai" art is conducive to stimulating students' curiosity and improvement. Students are interested in exploring and solving problems.

The emerging "problem teaching method" is characterized by cultivating students' self-awareness and initiative behavior, focusing on guiding students to participate actively, practice and think independently, and cooperate with each other to cultivate students' ability to ask questions, analyze problems, solve problems, communicate and cooperate. Cultivating students' ability to take the initiative to ask questions is an important aspect of implementing quality education.

III. TWO

In the process of professional English learning, many students can't afford to be interested, which largely because the translation of professional English is very difficult, and some translators or educators who have high attainments in professional English translation have not written it. [5]The materials available for reference and learning have led many teachers to do not have a good enough translation for professional English, but it is even more difficult for students with less knowledge. There is no systematic teaching material for reference, and there is no concise and easy classroom teaching, which all make many students have nothing more than enough energy. This paper analyzes 75 questionnaires and the results which show the students' understanding of translation theory can be seen in Table 1.

TABLE 1. STUDENTS' UNDERSTANDING OF TRANSLATION THEORY

Survey items and statistics	Very useful		Basically useful		Useless	
	Feedback	Percentage	Feedback	Percentage	Feedback	Percentage
Translation theory	8	10.7%	10	13.3%	57	76.0%

In the translation problem, people have always had great disputes. Many people believe that translation relies on language collection and on a solid English foundation. But in many cases, the ability to translate can be cultivated. [6]It is not only related to our English skills, and we are not just doing example translation. What we need is to express our theory or the theoretical ideas that are at the forefront in another language. What we need to do are really understanding the theory and using it in practice. The translation ability can be seen in Figure 2.

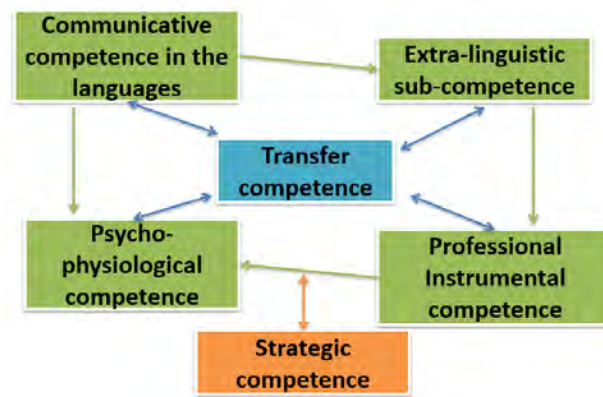


Figure 2. Translation Competence

Many students and even some scholars are not willing to devote themselves to their own learning or teaching process. For example, in the translation of professional English, we can learn from some famous novels, the foreign novels translated by scholars. According to some other people's language, find the law, study the methods, and even find the original novel to compared with the translated novels. I believe that it is of great help to the professional English translation.

IV. THREE

Since the English translation major is to meet the needs of market development, in the professional English translation teaching, the actual translation ability of students should be cultivated. [7]The teacher's teaching method also determines the students' English translation ability, so more actual combat and more exercise are the main ways to improve English translation ability.

The emerging “problem teaching method” is based on the premise that students ask questions, but do students dare to ask questions? Can you ask a question? What kind of question will you ask? Is the problem valuable? How to let students to ask questions? This series of issues is getting more and more attention, and the following strategies are adopted for this article.

1. Encourage questioning and develop good habits.
2. Teach the method.
3. Prefer teaching methods, highlight the status of the subject in teaching, and guide students to actively find problems and solve problems.

Students majoring in English translation need to master the most basic translation skills, that is, listening, speaking, reading and writing. Only when the basic skills can be mastered in a solid way can English translation be done well. Therefore, the teacher should strengthen the exercise of listening, speaking, reading and writing, so that students can read clearly, speak fluently, write beautifully, and translate accurately. Such students can do a good job in English translation, in order to reflect their value in society and work. Therefore, listening, speaking, reading, and writing English are very important for English translation. In the classroom, we should adopt a variety of teaching methods to strengthen the communication between students and constantly motivate the students' enthusiasm for learning. Outside the classroom, we should organize more meaningful translation activities and organize exchanges with foreigners. In foreign languages, finding your own learning and translation skills is the key to improving the quality of professional English translation teaching.

V. CONCLUSIONS

At present, there are many difficulties in the teaching of professional English translation in universities. The theory and practice are out of touch. Although there are many textbooks, the quality of teachers and students is impetuous, and the importance of translation teaching is insufficient. In problem-driven professional English translation teaching, students design questions, collect information, solve problems, design situations, and use language from beginning to end. Through such teaching, not only the ability of students' thinking and problem solving is cultivated, but also the ability of students to organize language and use language has been improved. The domestic professional English translation teaching has just started. Although some achievements have been made, there are still many problems. Teachers, textbooks and students need to be further improved in all aspects. The improvement of professional English translation teaching level has a long way to go. But as long as the methods are right and the ideas are unified, I believe that professional English translation teaching will certainly develop.

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