

On the Teaching of Translating Chinese Culture in University English Education

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Abstract: In view of the key role of translation talents in economic and social development, cultural translation teaching in the process of university English education occupies a very important position in foreign language courses. To further innovate the cultural translation teaching in the process of university English education is not only a realistic orientation to meet the needs of national talents, but also an inherent requirement to improve the school's reputation in the social field and the world, and an inevitable way to conform to the trend of the times. However, reviewing the current situation of cultural translation teaching in the process of university English education in China will find that the current university English translation teaching concept is relatively vague and the teaching method is relatively simple, which is a major difficulty that hinders Chinese cultural translation teaching. In response to this, four practical paths are proposed, including introducing translation theories, constructing new teaching models, innovating and expanding teaching methods, and improving teachers' translation ability, in order to provide a theoretical reference for the continuous optimization of Chinese cultural translation teaching in university English education.

Keywords: Cultural translation teaching, Chinese cultural translation, University English education.

1. The Importance of Cultural Translation Teaching in The Process of Innovative University English Education

1.1. Realistic Orientation to Meet the Needs of National Talents

According to the statistics of relevant professional departments, the number of full-time translators in China is only more than 40,000, and the number of other part-time translators exceeds 500,000. It is not difficult to find that there is a huge demand for full-time translators in China's English translation job market. Since the reform and opening up, exchanges and cooperation between China and the rest of the world have become increasingly frequent, and many foreign investors have focused their attention on the Chinese market. When China seeks external cooperation, it is in great need of full-time translators for trade negotiations and exchanges. Especially after China officially declared its accession to the WTO, and the successful holding of the 2008 Beijing Olympic Games, it has provided a steady stream of momentum for the rapid development of China's cultural translation market. As the main position for cultivating talents, universities must shoulder this responsibility and closely integrate cultural translation teaching in the process of English education to meet the needs of national talents.

1.2. Inherent Requirement of Raising the School's Visibility

Majors such as cultural translation teaching integrated in the process of excellent college English education are very beneficial to improving the school's reputation. Therefore, under the background of the wave of information, it is very necessary for colleges to change the mode of cultural translation teaching in the process of university English education. For example, Nanjing University of Posts and Telecommunications has set up the professional direction of

information and communication technology translation. Through corpus technology, the language and culture of professional technical documents are compared, so that students can master relevant knowledge, terminology and principles, highlighting the advantages in the field of professional translation. Another example is the medical interpreting workshop opened by Guangdong University of Foreign Studies, which is aimed at the needs of the international medical market in the region and the opportunities and challenges brought about by the internationalization of traditional Chinese medicine. Teachers and students from medical enterprises and institutions have promoted the cross-border integration of "foreign language + medicine", broadened the scope of talent training, and attracted many non-language medical talents to join the medical translation work. It can be seen that cultural translation teaching in the process of innovative university English education can not only improve the school's status in the field of education, but also enhance the school's reputation in the entire social field and even the world, and help to continue to supply high-quality talents engaged in translation for China, so as to promote economic and social exchanges and development.

1.3. Inevitable Way to Follow the Development Trend of The Times

The dissemination of national discourse is a systematic and comprehensive project, which can be subdivided into multiple fields in terms of dissemination content, such as political discourse, economic discourse, legal discourse, medical discourse, and scientific and technological discourse. Each type of discourse has its own terminology, conceptual categories, and discourse judgments, which collectively reflect a country's economic and social development mode, national cultural traditions, and the spirit of the times. Translation is not a simple transplant between language symbols, it needs to be re-expressed and reconstructed in the target language on the basis of accurately understanding the

meaning and connotation of the source language. Therefore, it is a necessary prerequisite for wisdom to have certain professional knowledge to accurately interpret Chinese data, Chinese experience and China in foreign languages. In the past two decades, China's political and economic strength has grown continuously, and foreign audiences are increasingly interested in China, eager to understand China from multiple dimensions such as history and reality, politics and economy, culture and society. China is no longer just a recipient of information, but also a producer, processor and disseminator of information. Domestic information needs to be screened, transformed and adjusted by translation before it can reach foreign countries. Therefore, the task of translation and the goal of talent training have undergone important changes. Cultural translation teaching in the process of innovative university English education not only helps China understand the world, but also helps explain China to the world, and helps China gain understanding, recognition and respect in the interaction and dialogue with the world.

2. The Current Situation of Cultural Translation Teaching in The Process of University English Education in China

2.1. Vague Teaching Concept

In view of the requirements of integrating cultural translation teaching in the process of university English education, "University English Curriculum" subdivides it into three levels: general, intermediate and advanced, and from three levels, the cultural translation ability of college students and the accepted cultural translation teaching mode puts forward differentiated requirements to match the differentiated needs of college students' cultural translation at different stages. However, the syllabus does not specifically discuss teachers' cultural translation teaching methods at different stages of college students, which will directly lead to the ambiguity of teaching concepts, and lead to teachers not being able to strictly control the boundaries between these three differentiated teaching modes in the usual teaching process, resulting in the repetition of teaching content or the phenomenon of out-of-classification. In addition, from the perspective of the daily cultural translation teaching process, university teachers usually combine their long-term teaching experience and start teaching according to three different levels of syllabus. However, in view of the ambiguity of the teaching concept limited by the syllabus, it is difficult for teachers to accurately grasp the positioning of the teaching content, and it is easy to have a low degree of cohesion of the teaching content in the classroom. This will not only seriously reduce the level of cultural translation teaching, but also lead to low teaching effect, so that students cannot master scientific and complete knowledge of cultural translation, and it is not easy for Chinese cultural translation teaching to proceed smoothly.

2.2. Relatively Simple Teaching Method

In the process of traditional university English cultural translation teaching, teachers usually unilaterally output various cumbersome and subtle translation knowledge points for students. During this whole process, college students can only passively keep up with the teacher's teaching rhythm and memorize and understand translation knowledge. Therefore,

in the process of actual education and teaching, as far as the teaching mode of traditional cultural translation teaching classroom is concerned, it is usually only to simply increase the questioning link to adjust the overall learning atmosphere of the translation classroom. Under such circumstances, the mode of cultural translation teaching is often relatively simple, and it is difficult for college students to experience the real pleasure of translation learning from the teaching process. It is precisely because of the influence of this traditional cultural translation teaching model that college students' enthusiasm for translation classroom learning has been greatly reduced, and various types of subdivided knowledge points have also increased the tediousness and boredom. At the same time, because a large amount of knowledge is unilaterally output by teachers, few students participate in exploration and discovery, which has a great negative impact on the improvement of college students' cultural translation ability. Nowadays, with the rapid development and progress of science and technology, the traditional blackboard teaching mode has gradually evolved into a multimedia teaching mode. Although there have been some changes at the visual level, it has not fundamentally changed the status quo of traditional cultural translation teaching. It is still the case that teachers output more knowledge, which is not conducive to college students' absorption and learning of cultural translation knowledge.

3. The Practical Path of Integrating Cultural Translation Teaching in The Process of University English Education

3.1. Appropriate Introduction of Translation Theory

The integration of cultural translation teaching in the process of university English education should appropriately increase the transmission of translation theory, which has been widely recognized by the academic circles. At present, most of the translation courses in universities in China focus on the delivery of translation skills and methods, and usually ignore the important guiding significance of translation theory to cultural translation practice. Specifically, the guidance of translation theory to cultural translation practice is concentrated in breaking the follow-through and blindness of translation practice, and helps to improve its efficacy and scientifically. When transferring theoretical knowledge of translation, teachers should not only take into account the purpose of translation teaching, but also take into account the actual knowledge structure and reserves of college students, and focus on basic principles when teaching. Among them, students' knowledge structure and reserves can be considered from several aspects, such as whether students' language expression ability is suitable for cultural translation requirements. In addition, it is necessary to fully understand the problems that college students are prone to face in the process of cultural translation, such as translation diseases caused by inability to judge acceptability, inability to determine the thinking path of macro-language structure transformation, simply following the word order and part of speech of the original text, and ignoring the actual language of sentence generation.

3.2. Building New Teaching Models

Nowadays, university English education is becoming more and more diversified, and more attention is paid to the number of high-quality talents with various technical skills cultivated by economic and social development. Under this environment, it is very important for college students to learn relevant knowledge of cultural translation for their future employment. In view of this, university English education and teaching should include some professional terms that students may use into the classroom teaching content while teaching students the language of daily life, teach some vocabulary that may be helpful to students in their future work, and provide students with employment skills. Add points. This can not only shorten the time for students to learn vocabulary alone to the greatest extent, but also minimize the difficulty of learning and memorizing professional terms for students, and greatly improve the efficiency of college students' cultural translation learning. In the context of the information age, all data complement each other and have the characteristics of diversification and diversification. Therefore, teachers should make full use of the advantages of the information age, collect more favorable knowledge points on the Internet and teach them to college students, so that they can master a wider range of cultural translation knowledge and help them better integrate into the social collective. Because the vitality of the university teaching classroom is weak, basically the whole class is unilaterally taught by the teacher, and the students are only passively accepting the knowledge, so it is very important to create a good learning atmosphere. Teachers can appropriately ask questions in the teaching process, prompting students to conduct group discussions, so that the classroom teaching atmosphere is gradually active and interesting, and it can also help students to concentrate better and maximize their interest in learning.

3.3. Innovating and Optimizing Teaching Methods

As China gradually enters the information age, information teaching emerges. The focus of the teaching method of information-based education is to highlight the dominant position of students, and to combine various forms of teaching methods to strengthen students' learning ability. For example, teachers can play a pre-recorded or downloaded video so that students can imitate the content of the video in groups to reproduce the scene; teachers can also communicate and interact with students online, so as to continuously improve students' speaking ability. Another example, teachers can let students try to explain a thing in English to improve their language skills. Through this diversified teaching mode, it will ultimately promote the comprehensive improvement of college students' English ability in all aspects, and lay a solid foundation for the improvement of cultural translation level. At the same time, teachers should deepen the application of information-based teaching methods, while effectively improving the English ability of college students in all aspects, fully release the vitality of the classroom, create a classroom teaching atmosphere, and enable teachers and students to absorb knowledge related to cultural translation in a good classroom environment. By bringing students' attention into the classroom in an all-round way, it can stimulate students' interest in learning cultural translation and improve their learning efficiency. In addition, teachers should also use the information-based teaching model to innovate traditional

English translation teaching, ease the relationship between teachers and students while alleviating the boring phenomenon in the classroom, and combine a variety of teaching methods to demonstrate the practicality of information-based teaching and improve students' cultural translation learning efficiency.

3.4. Enhancing Teachers' Translation Ability

Teachers are important enlighteners in the learning stage of students. The cultivation of students' ability to translate Chinese culture is inseparable from a group of high-level English teachers. Since cultural translation teaching itself involves the fusion of at least two different cultures, in addition to basic translation skills, the accumulation of teachers' cultural heritage is also essential. At this stage, although many college English teachers have a strong reserve of English knowledge, their cultural accumulation is relatively lacking, resulting in a low ability to teach actual cultural translation teaching. Therefore, it is necessary to fundamentally improve teachers' cultural translation ability first, so that they can better transfer Chinese cultural translation skills to students. Specifically, on the one hand, teachers should establish the concept of lifelong learning and consciously improve the comprehensive quality of Chinese and foreign cultures. In the process of English teaching, Chinese and Western historical and cultural knowledge should be treated equally. While guiding students to understand Western culture, they should pay attention to the penetration and comparison of Chinese culture in the teaching process. With the help of further studies, training and other forms, actively self-charge, on the basis of consolidating their professional quality, actively learn and absorb Chinese and foreign cultural achievements, and deepen their understanding of cultural knowledge of various countries. On the other hand, strengthen the practice of Chinese cultural translation. Universities need to fully tap industry resources, strengthen school-enterprise cooperation, and provide teachers with translation practice opportunities related to Chinese cultural translation. For example, universities can establish links with enterprises or local governments through forums, exhibitions, and websites to provide teachers with moderate-intensity practical opportunities. In addition, the school can invite industry elites with rich cultural translation experience to give special lectures to strengthen teachers' translation literacy of Chinese culture.

4. Conclusion

With the in-depth advancement and development of the information age, university English education has ushered in an important opportunity for reform, which makes the content of cultural translation teaching more extensive and diverse, and the teaching mode is also gradually diversified. This diversified cultural translation teaching mode fully combines the traditional English education and teaching mode with modern information technology, which helps to build a new cultural translation teaching mode that fits the current development status of contemporary college students and the trend of the times. Specifically, to further promote the innovation of university cultural translation teaching is a realistic orientation to meet the needs of national talents, an inherent requirement to improve the school's reputation, and an inevitable way to conform to the trend of the times. But it has to be admitted that, at present, the cultural translation teaching in Chinese universities still faces the disadvantages

of relatively vague teaching concepts and relatively single teaching methods. Therefore, further promoting the cultural translation teaching of modern information technology has become an important direction for the long-term development of education circles in the future. Through the integration of online resources, the translation teaching mode will be sublimated and innovated, which will not only help the reform of university English education and teaching mode, but also improve the comprehensive English ability of college students, laying a solid foundation for their future employment in society.

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