

The Analysis of English Translation Teaching Skills in University Language Studying based on Educational Ecology

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ABSTRACT. *Based on the theory of educational ecology, this paper examines the translation classroom teaching activities in colleges from the perspective of ecology, expounds the theoretical background and related concepts of educational ecology teaching, the current situation of English professional translation course teaching, and based on the perspective of educational ecology. The status quo and countermeasures of English translation teaching are discussed. Finally, it puts forward some suggestions for respecting the teaching ecological concept, creating a green classroom ecological environment and creating a harmonious classroom atmosphere.*

KEYWORDS: *Educational ecology teaching; Colleges; English translation teaching*

1. Introduction

Educational ecology refers to the science of effectively using information science, cybernetics, system theory and other scientific methods, studying various educational phenomena and their causes, grasping the basic laws of educational development, and indicating the direction and trend of educational development. Educational ecology emphasizes the interaction between education and the environment and the internal subsystems of the education system. It requires mutual understanding to maintain a balanced and harmonious relationship and achieve common development and progress. At present, in the English translation teaching of colleges and universities, the traditional translation classroom is restricted by the nature of the curriculum. It is often dominated by teachers. Students are passively accepted. They do not get rid of the basic characteristics of traditional teaching, such as one-way indoctrination and compulsory, and lack of listening, speaking and other courses. The vividness and interactivity make the classroom mechanical, dull, boring and stylized. Students lack the enthusiasm for knowledge and subjective initiative, and the classroom teaching efficiency is low, which is easy to produce classroom "ecological crisis". Based on this background, this paper studies the translation teaching of colleges and universities in China based on the theory of educational

ecology.

2. Educational Ecology Theory and College English Translation Teaching

2.1 The meaning of the education ecosystem

Ecology is the discipline that studies the relationship between living things and their environment. The ecological structure of education includes both macro and micro aspects. The micro-educational ecological structure refers to the teaching structure of the education system, reflecting different levels of education; the macro-ecology of education includes the ecological environment, input, conversion process, output and other factors. The education circle is a large-scale education system, including initial education, adult education, continuing education, etc., which includes educational staff and the objective conditions and environment on which education development depends. Educational ecology is a multi-environmental system centered on education and which plays a role in regulating and regulating the emergence, existence and development of education. The educational ecology can be divided into three levels: the educational ecosystem, the internal relationship of the education system, and the external environment related to education. Different from the educational function, the educational ecosystem is a purposeful system with ecological functions within the system and ecological functions outside the system. Its intrinsic function is cultivating, and its external function is mainly its social function.

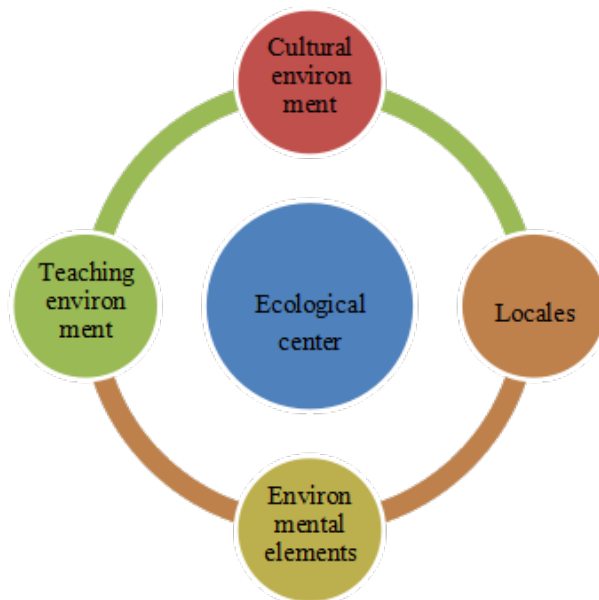


Figure 1 Ecological education theory system diagram

2.2 College English Translation Teaching under the Concept of Educational Ecology

Education must follow nature, and Rousseau's educational philosophy contains the basic idea of ecological outlook. The concept of ecology was developed by the German biologist Haeckel in 1866 and since then the study of the relationship between biology and the environment has begun. In the 1940s, the famous American psychologist R.U. Barker opened the first research in psychoecology, which mainly used the principles and methods of ecology to study human psychology. After the 1980s, ecological research was gradually taken seriously by the education community, and the ecological paradigm re-recognized our connection with the world and others. In 1976, Laurence Cremin of the University of Columbia, USA, proposed the concept of "educational ecology" based on the paradigm of ecological research, and expanded the parameters of educational research. In the early 1980s, the field of subject education in China began to introduce the concepts and paradigms of educational ecology, and re-examine the education and teaching activities from the perspective of the systemic and holistic perspectives.

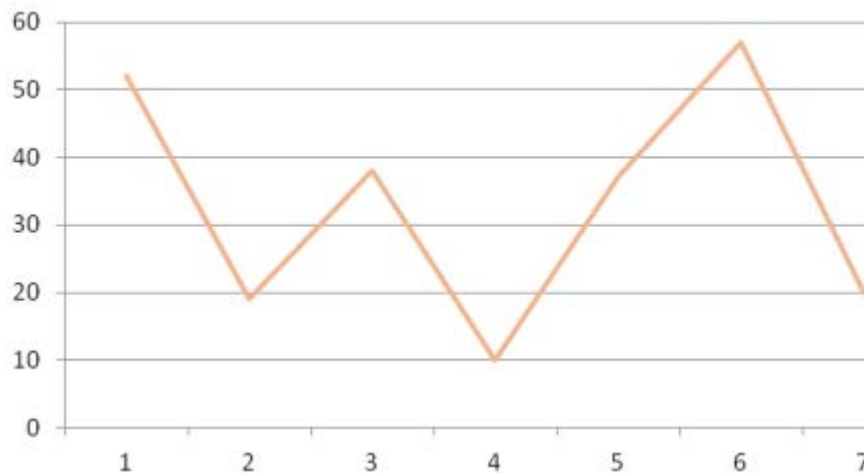


Figure 2. Research trends in educational ecology

The application of educational ecology concept in the application of ecological education in college translation teaching is almost in a period of time. The expression and main form of realization of this concept in translation teaching is the application of ecological classroom. The so-called "ecological classroom" refers to a dynamic, open and orderly micro-ecosystem consisting of four elements: teacher, student, classroom natural environment and classroom human environment. It is to

use ecological principles to examine the classroom and in an ecological way. Classroom teaching. In the process of translation teaching, the concept of ecological teaching runs through it. By respecting the rules of education and teaching and the characteristics of students' physical and mental development, we carry out translation teaching according to the individual needs and vitality of students, and abandon the teaching process of mechanical theory to realize teachers, students and the environment. The interaction of the three factors reflects the overall linkage between teachers and students, teaching and learning, and people and the environment.

3. Current situation of English translation teaching in colleges and universities in China

3.1 The Significance of English Translation Teaching in Colleges and Universities

English translation teaching is of great significance to the development of society and the improvement of individual students' comprehensive ability. On the one hand, global economic integration has promoted exchanges and cooperation between countries in the world. In the new era, college graduates use English to communicate more frequently in their daily work. Improving the level of English translation is an urgent need for social development. need. At the same time, because college graduates often involve professional terminology in all walks of life, it requires colleges and universities to cultivate composite, applied and export-oriented professionals with independent English translation skills. On the other hand, from the perspective of individual college students, translation is based on the other four abilities, the process of conversion between the two languages and thinking, and improving the level of English translation is also the need to improve students' comprehensive English ability. Only when college students master the translation can they say that English learning has reached the point of "smoothness". Otherwise, the above four skills will also be scattered and intangible, and they cannot be used. Therefore, the cultivation of translation ability is a comprehensive reflection of the quality of English teaching. Strengthening translation teaching is the need to improve students' comprehensive English ability.

3.2 Analysis of the Current Situation of English Translation Teaching in Chinese Colleges and Universities

English translation is an important part of college English teaching. English translation teaching can promote the improvement of college students' comprehensive English ability. The "Teaching Requirements for College English Courses" puts forward three levels of specific requirements for the cultivation of translation ability, general requirements, higher requirements and higher requirements. Good English translation teaching helps to lay a solid foundation for the development of translation talents. From the perspective of educational ecology,

the main body of college English ecological education includes teachers and students. The material environment and spiritual environment related to English translation teaching are also part of the organic unity of English translation teaching. English translation teaching is closely related to these elements, but the current situation of English translation teaching in colleges and universities, due to various reasons within the ecosystem, the status quo is not optimistic.

First, effective textbooks are generally missing. Although there are more than 300 kinds of college English textbooks compiled nationwide, there are almost no national textbooks for college English translation teaching. Moreover, most of the textbooks have great similarities in both the framework and the content, and the content is relatively old compared to the current demand for English translation talents, and there are more loopholes. Among the college English textbooks widely used nationwide, only a small amount of content involves translation. Many textbooks do not explain translation theory and translation skills in detail, and the content of English textbooks is more theoretical and lacks practicality. This makes the English translation teaching in colleges and universities have prominent marginalization problems in college English teaching, which is more serious than social disparity, which is not conducive to cultivating students' English translation ability.

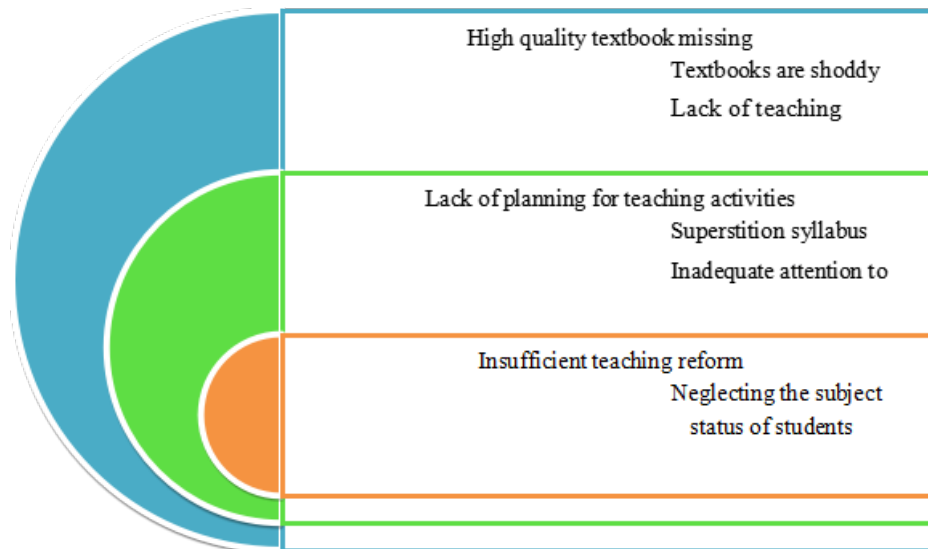


Figure 3. Analysis of the current situation of English translation teaching in Chinese colleges and universities

Third, there is a lack of innovative reform models for college English translation teaching. At present, English translation teaching in colleges and universities is constrained by the traditional teaching mode, and the model innovation is not

enough. First, teaching activities are still centered on teachers, ignoring the subjective status of students. Students passively accept the knowledge instillation of teachers and lack the spirit of independent learning. Second, the lack of technical content in translation teaching, and the systematic explanation and teaching of translation technology knowledge, the translation teaching is difficult and half the effort. Third, the translation teaching is not sufficiently targeted, and the content of the lectures is broad. It has not been refined into the professional field, and it is difficult to substantially help the future work.

4. Problems in English Teaching in Colleges and Universities in China under Educational Ecology

English translation can be divided into English to Chinese and Chinese to English, interpretation and translation, literal translation and translation, etc., whose purpose is to achieve communication in different languages. In today's increasingly frequent international exchanges, the value of translation is more prominent, but it is necessary to continue to optimize the level and quality of English translation teaching in colleges and universities over the years.

4.1 The translation of the classroom ecology is unbalanced.

The classroom ecology in the perspective of educational ecology regards education as an organic ecosystem, exploring the interaction between education and the environment, and the factors within education. The translation classroom ecology consists of three ecological factors: the instructor, the student and the classroom environment. The multiple interactions and interactions of the three factors maintain the overall balance of the translation classroom ecology. However, at present, many college English professional translation classrooms have a more serious imbalance, mainly because the teaching orientation of teaching contradicts the students' full development education concept, the classroom ecological subject and the classroom ecological environment are not balanced, and the classroom ecological subject factors Unbalanced status, etc., led to an imbalance in the translation classroom ecology, resulting in a classroom "ecological crisis".

4.2 The students' internal interests are not high.

Interest is the tendency, selective attitude, and positive emotion that an individual produces for a particular person or thing. The intrinsic interest points to the interest generated by the person or the thing itself. It is a powerful and lasting motivation and a necessary quality for success. However, there are not many students interested in English teaching today, and there are very few interested in English translation of colleges and universities, especially Chinese-English translation. Some students go to the translation class to translate the translations, but they are only helpless in dealing with the exams. They can learn with resistance or just to deal with the exams. The effect can be imagined. Therefore, the phenomenon that students have little

intrinsic interest in English translation teaching in colleges and universities should be highly valued.

4.3 The comprehensive quality of the teaching staff needs to be improved.

In the process of English learning, students are in the main position, and the teaching process is inseparable from the guidance of teachers. Therefore, the quality of teachers and students is an important factor affecting the current level of English translation teaching in colleges and universities in China. Most of the English teachers in colleges and universities in China have a complete mastery of teaching methods. Although the teachers of foreign language professional translation courses have received systematic professional English education, they have higher academic qualifications and qualifications, but in the practice teaching process, it is often easy. Following the traditional teaching concepts and teaching methods, the teaching ideas and methods are obsolete, which makes the translation classroom lack of interaction and creativity. At the same time, the basic knowledge of students' English and Chinese language is not solid enough, and there is a lack of translation training and corresponding background knowledge reserves, which seriously restricts the improvement of their translation ability.

4.4 Lack of scientific teaching programs.

English-Chinese translation is a very practical professional course. College English teachers need to formulate teaching plans based on their own actual learning conditions, so as to ensure that English majors can quickly master the English translation of listening, reading, Write, say and other skills. However, in the actual teaching process, because there are differences between individuals in the students, in order to let the students understand all, it takes a lot of time to explain, which not only causes the teaching progress to be seriously delayed. At the same time, due to the relatively small number of translated courses, the old textbooks, the lag of teaching concepts, and the traditional methods of teaching methods, students' classroom participation and initiative are poor, the classroom atmosphere is often dull, and the classroom effectiveness of translation classes is common. not tall.

5. Optimizing the Strategies of English Translation Teaching in Chinese Colleges and Universities from the Perspective of Ecology

5.1 Building an ecological interactive classroom.

Various ecological factors are constantly changing in the process of English translation teaching in colleges and universities. College teachers should pay close attention to the changes of students and other factors, so as to formulate corresponding English translation teaching programs, improve students' interest in English learning, and cultivate students' English translation. ability. It is necessary to

formulate a scientific teaching plan, fully respect the status of students' ecological environment, create a relaxed and natural English translation teaching atmosphere, enrich the content of classroom teaching, realize the coordination and balance of various factors in the teaching process, and promote the harmonious development of school education and social environment.

5.2 Reasonable selection of practical textbooks.

In the English translation teaching of colleges and universities, colleges and universities should investigate in detail the requirements of the types of talents and knowledge structures required by the society, select practical teaching materials, elaborate the English translation syllabus, and achieve scientific and forward-looking unity. In the choice of English translation texts, it is necessary to choose a style that is closely related to actual life and has a certain practicality to enhance students' interest in learning. Colleges and universities should also strengthen cooperation with related enterprises, develop practical translation materials based on the actual needs of enterprises, and realize the organic combination of students' knowledge and off-campus employment needs, thereby improving students' employment competitiveness and cultivating students' core literacy.

5.3 Reinventing the subjective position of students in the ecological classroom.

The ecological classroom is a classroom of "humanism" and a prerequisite for realizing the "living classroom". The fundamental purpose of teaching activities is to promote the comprehensive development of students' comprehensive ability. The key factor in the construction of ecological classroom is the reconstruction of students' discourse power. Therefore, the ecological classroom should highlight the main position of students, break the traditional boundaries between teachers and students, reposition the classroom role of teachers, pay more attention to the development of human emotional factors, fully explore the potential of each student, and give students full voice, reflecting The teacher-student democracy in the classroom enables the ecological factors of the classroom subject to be fully activated, so that the teaching effectiveness of teachers can be improved.

5.4. Create a harmonious atmosphere in the ecological classroom.

The classroom relationship determines the quality of the teacher's teaching and the quality of the student's learning. Therefore, in the teaching of translation class, teachers should play multiple roles, and build a democratic and equal teacher-student relationship with students through the analysis of translated texts, the teaching of translation theory, and the discussion of translation strategies. Colleges and universities must take the "ecological classroom" as the core, actively carry out the exploration and practice of classroom teaching mode, expand the teaching connotation of translation courses, establish a flexible and coordinated,

multi-dynamic curriculum system, and promote the full development of students at different levels.

6. Conclusion

Colleges and universities are the main places for cultivating talents, and college English is an important teaching content essential for higher education. However, in recent years, many colleges and universities in China have almost excluded English translation into the "elective courses", ignoring the importance of English translation for talent training. To reverse this trend, we must reform the training of translation talents. College English professional translation classroom should focus on student development, optimize classroom environment, coordinate the relationship between teachers and students, teachers and students and the environment, achieve harmony between teachers and students, harmony between teaching and learning, in-class and extracurricular harmony, teaching objectives Harmony of content and methods, so that the classroom presents a state of harmony, coexistence and development.

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