

A Study on the Improvement of Students' Subjectivity in Japanese Translation Course in Colleges and Universities

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Abstract: *The Japanese translation course in colleges and universities has gradually become an important part of the overall teaching plan, but many Japanese teachers in colleges and universities have not really mastered the methods to improve students' practical translation ability. In the process of teaching practice, Japanese teachers in colleges and universities should effectively analyze the intrinsic educational value of the Japanese discipline, and the main goal of the teaching method is to improve students' comprehensive translation and application ability of Japanese. Improving students' subjectivity in the process of translation can strengthen their translation experience and make their Japanese translation level fully improved.*

Keywords: *College Japanese, Translation Courses, Students' Subjectivity, Promotion Strategy*

1. Introduction

Many Japanese teachers in colleges and universities have not integrated the optimization of students' subjectivity into the teaching practice of translation courses. On the one hand, due to the requirements of Japanese translation examination, Japanese teachers in colleges and universities often use standard translation as a means to correct students' translation works. On the other hand, because the students at the primary stage of Japanese learning have limited access to Japanese works, they have not developed the ability to improve the quality of translation by using the initiative of translators. Improving the subjectivity of students is an important means to optimize the learning of Japanese translation courses.

2. An analysis of the importance of integrating the promotion of students' subjectivity into the Japanese translation course in colleges and universities

Students can give full play to their subjectivity in the process of Japanese translation, which can promote the quality of translation and provide corresponding guidance for their future literary translation strategies. In addition, Japanese teachers in colleges and universities need to fully explore the ways in which students' subjectivity is integrated into translation teaching practice, so as to build an efficient Japanese translation teaching classroom. Many students can burst out more translation ideas by strengthening their subjectivity in translation practice, so that their translations are more fitting and accurate. At the same time, the improvement of students' subjectivity can also help college Japanese teachers activate the teaching effect to a certain extent, and realize teaching optimization on the basis of stimulating students' initiative in Japanese translation.

3. A probe into the problems of Japanese translation teaching in colleges and universities

Many Japanese teachers in colleges and universities ignore the effective play of students' subjectivity in the translation process, and basically carry out their own teaching classes according to the standard translation, which will reduce the space for students to create independently. However, due to the lack of subjectivity, students' own translation interest and creativity will be reduced, which is not conducive to the steady improvement of students' Japanese translation ability in the long run. Moreover, many students do not realize the important role of the translator's subjectivity in the translation quality in their daily translation practice. Due to the lack of thinking in this regard, they always take a bystander attitude in the process of translation. Under the premise of their lack of context, the quality of their Japanese translation will be affected. In addition, many Japanese teachers have not systematically explained the

important role of translation subjectivity for students, nor have they made a series of teaching adjustments to highlight the subjectivity of students in the process of translation learning. As a result, many translations produced in the translation course lack the initiative of translators and lose the creativity of the translations.[1] Moreover, due to the lack of subjectivity, many students' translations can not be really used in practice, and some places are not actively translated, which will lead to the lack of interest in the Japanese translation.

In addition, because some students have just come into contact with Japanese translation related courses, their understanding of the translator's subjectivity is very shallow, and many Japanese teachers in colleges and universities have not conducted detailed teaching on the translator's subjectivity. Therefore, Japanese teachers in colleges and universities need to deeply explore the causes of the poor subjectivity of students in their own classes, and adjust the relevant teaching strategies according to the causes of their own exploration, so as to enable students to understand the important role of subjectivity in the process of translation practice and constantly optimize their ability to practice Japanese translation.

4. On the strategies of integrating the promotion of students' subjectivity into the teaching of Japanese translation course in colleges and universities

4.1. With the innovation of teaching mode, students' subjectivity in translation can be improved

College Japanese teachers should first realize that students' subjectivity plays an important role in the accuracy of translation. Therefore, Japanese teachers in colleges and universities need to innovate relevant teaching methods around improving students' subjectivity in the process of translation. Only in this way can students in the class gradually realize the important role of translators' subjectivity in the process of translation teaching. Therefore, Japanese teachers in colleges and universities need to reform their own translation teaching concepts, apply the promotion of students' subjectivity to translation teaching practice, and constantly innovate their own Japanese translation teaching methods based on this. In addition, Japanese teachers in colleges and universities need to innovate their own teaching mode in the daily teaching of translation courses. For example, they can let students give full play to the standard translation in the translation process, and only use the standard translation as a translation reference. As long as the translation translated by students themselves can be reasonable or clear, which can greatly enhance students' interest in Japanese translation.[2] For example, in the process of teaching text translation, Japanese teachers in colleges and universities can allow students to carry out self creative translation first, taking the standard translation as a reference, and students can make a reasonable statement. This is also an important embodiment of respecting and actively giving play to students' subjectivity in Japanese translation teaching practice. At the same time, college Japanese teachers also need to guide and correct students' errors in translation practice in time, so as to help students improve their Japanese translation ability.

4.2. Combining multimedia teaching to mobilize students' subjectivity in translation

Due to the continuous optimization of multimedia classroom teaching application technology in Japanese teaching practice, many college Japanese teachers have established a modern teaching system in the reform and exploration of multimedia classroom construction. However, the Japanese class in colleges and universities under the condition of multimedia assistance can not be called a new class with the most optimized and modern teaching level, because the Japanese teachers in colleges and universities have not fully integrated the teaching function of multimedia into the innovation of teaching methods, and have not fully played the important role of multimedia teaching methods in improving students' subjectivity. Therefore, Japanese teachers in colleges and universities must consider how to improve the use of multimedia to make up for students' shortcomings in Japanese learning. This provides them with a good opportunity to integrate themselves into the translation process as the translation subject, so that they can expand their translation background knowledge and strengthen their Japanese translation quality with the help of multimedia. Moreover, multimedia can provide students with an opportunity to fully contact the background of the translation, which lays a good foundation for them to play their own subjectivity in the translation process.

For example, in order to attract Japanese students' interest in the translation practice, Japanese teachers in colleges and universities can play some relevant films with multimedia videos in advance, so that students can obtain relevant translation background with the help of multimedia videos, which can lay a foundation for them to better play their own translation subjectivity in the future.

4.3. Consolidating teaching and laying a solid foundation

Japanese teachers in colleges and universities should also change their original ideas in the teaching of translation consolidation, and gradually affirm the role of students' subjectivity in translation consolidation teaching. In the process of Japanese translation teaching in colleges and universities, rationalizing the design of review and consolidation links can lay a good Japanese foundation for college students, and under the review and consolidation environment, it can help students review the unclear content in the classroom by means of mind map and micro class, so as to improve the scientificity and rationality of students' Japanese knowledge system and enhance their Japanese translation ability. Of course, college students also need to master different translation contents and translation skills through the accumulation and exploration of a large number of materials after class, in order to create a good translation subject consciousness for students through accumulation and thinking. Appropriate translation training can help students consolidate their Japanese translation ability. Japanese teachers in colleges and universities need to help students strengthen their Japanese translation ability and stimulate their translation creation potential by giving full play to the subjectivity of translation.[3]

For example, Japanese teachers in colleges and universities can encourage students to take the initiative in extracurricular reading and expand their Japanese experience by accumulating a large amount of Japanese materials. Some students have poor Japanese knowledge. Teachers can encourage students to watch or borrow Japanese picture books. Although the contents of Japanese picture books are simple and easy to understand and are not suitable for the current age stage of students, students can effectively grasp the meaning, content and grammar. After laying a solid foundation in Japanese, we will carry out "high-level practice" according to our own actual situation to improve our Japanese translation ability step by step.

4.4. The subjectivity teaching concept is fully integrated into the translation teaching practice

Japanese teachers in colleges and universities should realize that translation is a very subjective work, so students' subjectivity plays a very important role in the quality of translation. Therefore, Japanese teachers in colleges and universities need to integrate the subjective teaching concept into the process of translation practice. First of all, Japanese teachers in colleges and universities need to stimulate students' subjectivity in translation practice through activating relevant teaching means, and guide them to realize the innovation of translation practice by exerting their own subjectivity in translation creation. Second, Japanese teachers in colleges and universities need to cultivate students' translation subjectivity, in the translation teaching and their class students clear the important role of subjectivity, and can let them in their own Japanese learning practice to optimize their translation subjectivity activity, only in this way can by strengthening the translation subjectivity to improve the students' overall translation ability. In addition, Japanese teachers in colleges and universities also need to explore the teaching means to stimulate students' subjectivity in translation, and combine the theme and content of translation to strengthen the teaching of translation subjectivity. In order to stimulate students' subjectivity in the practice of Japanese translation, Japanese teachers in universities can take the teaching method of asking questions to guide them, so that on the one hand, it can strengthen the translation attention of students in their own class, and on the other hand, it can also broaden their translation horizon through the guidance of a series of problems. At the same time, the Japanese teachers in colleges and universities can also play their own role model, to the same vocabulary for a variety of translation teaching, to provide students with their translation subjectivity to provide a demonstration role, prompting students to conduct more extensive Japanese translation attempt, only in this way can make their subjectivity in translation practice, and can promote their overall Japanese translation ability. In this way, the classroom teaching effect of Japanese teachers in colleges and universities can be truly highlighted, and the classroom teaching burden of teachers can be reduced by improving students' translation ability.

For example, in the professor and political related Japanese translation teaching, college Japanese teachers need to let students in the process of daily learning more accumulate related political vocabulary, and can let students accumulate related fixed vocabulary in the process of translation, and on this basis can let students play their translation subjectivity, for some fixed vocabulary outside the creative translation, which can stimulate students' translation creativity and endurance, gradually prompted them to improve their translation quality.

4.5. Optimize the relevant homework design around cultivating students' translation subjectivity

College Japanese teachers to realize the necessity of detention of translation homework, need to

change their wrong awareness that college students do not need to complete the homework. After all, for the practice of improving Japanese translation ability, students need to independently carry out translation practice after class to fully review and consolidate what they have learned in class. To this end, Japanese teachers in colleges and universities need after the end of the translation class around their class knowledge to design related translation homework, and also need in the process of homework design into inspire students to translate subjectivity content, let students to complete the translation homework in the process of the teacher's guidance, to further improve their translation subjectivity innovation ability. Therefore, Japanese teachers in colleges and universities should improve their ability of Japanese translation homework design, and realize the rationality and scientificity of translation homework design in line with the requirements of optimizing the translation subjectivity of students in their own class. This on the one hand, can improve their class students using the efficiency of learning, on the other hand also can make their class students' Japanese translation ability to timely consolidation and promotion, in the process of their leak fill a vacancy can develop good sense of subjectivity, so to reduce their Japanese translation difficulty in the future. Moreover, the regular Japanese translation exercises can cultivate the students' sense of translation, and provide a broader space for them to play their translation subjectivity. And a wide range of translation assignments will also provide material for their future translation practice.

5. Conclusion

In a word, among the requirements of modern quality-oriented education, optimizing the translation subjectivity of college students is one of the main objectives of the current Japanese teaching reform and optimization in colleges and universities. With the development of translation ability, the comprehensive application level and comprehensive application quality of students' Japanese will be greatly enhanced, so that the cultivation of students' learning quality will gradually develop in the direction of scientific and quality, so as to lay a good foundation for the reform and innovation of Japanese teaching in colleges and universities, which can also encourage students to participate in the process of Japanese translation creation, and mobilize more active participation in the practice of Japanese translation.

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