

On Intercultural Education in College English Translation Teaching

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ABSTRACT. *It is of great significance to integrate intercultural education into college English translation teaching, but it is also facing severe challenges. This paper makes a preliminary study on the present situation and existing problems of intercultural education in college English translation teaching, and puts forward some corresponding optimization measures.*

KEYWORDS: *Intercultural education; English translation teaching; Optimization measures*

1. Introduction

Under the realistic background of accelerating the process of global economic integration, it has become an important task for higher education in China to improve the quality and efficiency of foreign language teaching and to improve the practical English use ability of college students. Many educators have also begun to realize the relationship between language translation learning and culture, and bring intercultural education into the curriculum of English translation teaching. However, on the basis of respecting different cultures, how to integrate intercultural education into translation teaching purposefully and planned is still a key and difficult point in college English translation teaching at present.

2. The current situation and problems of cross-cultural education in English translation teaching.

In recent years, the integration of intercultural education into translation teaching has become one of the hot topics in the field of foreign language teaching in China, and intercultural education has also been developed to a certain extent. However, in most Chinese universities, the focus of translation teaching is still on students' mastery and use of sentence pattern vocabulary, while neglecting the indispensable intercultural education in translation practice. This makes the present situation of

cross-cultural education in English translation teaching in most universities is not ideal, and obviously lags behind the needs of economic and social development.

2.1 Lack of the Consciousness of Cross-cultural Education of Teachers

In the research, the author finds that many teachers can't correctly recognize the significance of cross-cultural education. They pay more attention to the teaching of grammar, sentence, vocabulary and language communication skills, and ignore the teaching of cultural background and cultural factors. Although in recent years, with the deepening of English teaching reform, the awareness of cross-cultural education of many English teachers has been improved, but when they began to pay attention to the importance of "target language culture", they ignored the importance of "mother tongue culture".of`native language culture" . The native language culture consciousness of these teachers began to fade away, and they also lost their insight, judgment and critical ability to the western culture. They put too much emphasis on the understanding and identity of western culture, but ignored the infiltration and imparting of Chinese traditional culture. This is a wrong awareness of intercultural education.

2.2 Teachers' ability to Cross Cultural Education Is not Strong Enough

In reality, some college English translation teachers not only lack the awareness of intercultural education, but also lack the basic theory knowledge of intercultural education, and lack of in-depth understanding of the similarities and differences between different cultures. The lack of this self-cultural literacy has led to a very low level of cross-cultural education. In teaching, they also pay too much attention to the cultivation of language expression ability and despise the cultivation of students' cross-cultural application ability. In addition, some college teachers are older , they can't skillfully use a variety of modern teaching methods and means. When imparting knowledge, they often follow the text and can not correctly guide students to broaden their knowledge through a variety of channels. Even a small number of teachers have low cross-cultural literacy, and when they encounter cross-cultural pragmatic phenomena, they can not actively explore the "reason", but use the "idiom" as the explanation, so that students only can memorize by rote. This leads many students to remember the knowledge points, but lose their interest in learning and the status of learning subject[1].

2.3 Lack of Intercultural Awareness and Communicative Competence of College students

Under the influence of the enrollment examination system in our country, foreign language teaching in our country has been in a dilemma of lack of cultural environment of the target language for a long time, this leads to the fact that the

foreign language teaching in our country is often based on the learning of knowledge points in teaching materials and lacks the cultivation of students' practical language application ability. In addition, in recent years, high-quality college English teachers in China are very scarce, but the number of English learners continues to grow, and the comprehensive quality is uneven, so it is difficult to teach the students according to their aptitude, that this leads to the lack of cross-cultural awareness and the low communicative competence of college students. Although many students have strong English expression ability, but most students' cross-cultural understanding and communicative competence are still weak. When they actually translate or interpret, they are very easy to make mistakes because of the differences in cultural understanding, and lead to communication failure.

2.4 Insufficient Attention to Intercultural Education

Although the education department put forward the "Teaching requirements for improving Cultural Literacy" in the College English syllabus, there has never been a guiding outline to be followed. Intercultural education is still on the verge of translation teaching and has not been paid enough attention to. Secondly, up to now, China has not published any English translation teaching materials based on cultural introduction. Even in recent years, a few textbooks have mentioned the content of intercultural education, but this textbook has not been designed from the teaching level of intercultural education, and the knowledge points in the materials are only a simple introduction, this is not conducive to students to develop a positive cross-cultural attitude and ability. At the same time, most of the contents of the textbook do not mention the content of Chinese traditional culture, this is not conducive to the cultivation of students' national identity and the establishment of cultural equality consciousness, and is not conducive to the dissemination of local culture.

3. The optimization strategy

3.1 Strengthening the Consciousness and Ability of Teachers' Intercultural Education

English teachers must keep pace with the times, renew their educational ideas, establish a correct awareness of intercultural education, abandon the narrow national cultural standard and the mentality of advocating foreign countries, and set up a multicultural vision. Secondly, teachers should keep learning, constantly improve their professional level and cultural literacy, so that they can correctly view and understand the differences between different cultures in the changing world pattern. At the same time, teachers must see the positive value of national culture in promoting students' development and social development, further interpret the national culture of the motherland, strengthen their own mother tongue culture

cultivation, be the guide to learning foreign culture, and also be the communicator of local culture. In addition, teachers must change their own format of thinking, cultivate their own critical thinking, and ensure that they can carry out cross-cultural explanation in a pluralistic and open way.

3.2 Cultivate Students' Cross-cultural Awareness

In teaching, we should not only help students to learn and understand the culture of western countries with an open mind, but also help students to establish the correct cross-cultural concept of cultural equality and language equality. We should help them overcome the wrong cultural prejudice, get rid of the shackles of the original values, and guide students to deal with cross-cultural problems in a scientific[2] manner. Secondly, intercultural education in translation teaching should continue to run through the process of translation teaching, and inherit the cultural connotation in this process. Therefore, we can change the existing teaching mode, try to infiltrate intercultural education into the translation teaching of grammar, sentence pattern, vocabulary and so on. That we can expand and extend the original single translation teaching in terms of cultural connotation.

3.3 Choose Scientific Cross-cultural Education Teaching Material

Teaching material is an important carrier of curriculum development and the core composition of teaching activities. Therefore, in the choice of teaching materials, we must consider whether the knowledge structure in the teaching materials is scientific, the level is reasonable, the coverage of knowledge points is extensive, and so on. At the same time, we need to focus on whether the textbook covers cultural awareness, hot spots in the world, whether the language materials involved in the textbook are authentic, and whether they can promote the social development of students. Secondly, we need to consider whether the contents of the textbook can not only introduce the cultural customs and social history of the West, but also take into account the knowledge teaching of language translation. In addition, in the selection of teaching materials, we must choose to respect the teaching material of the mother tongue culture, so that the identity of the college students to the national culture can be further enhanced, and the ability of the students to differentiate the different cultures can be improved.

3.4 Use of Scientific Teaching Methods

Teaching method is another key factor that determines the effectiveness of translation teaching. Therefore, in the cross-cultural education, we should also try to use a variety of teaching methods consistent with their cognitive structure and life experience after learning the differences in the cognitive ability and the logical thinking ability of the students in different cultural backgrounds. In this regard, in the teaching[3], we can properly use all kinds of traditional cognitive teaching methods in teaching, and introduce a variety of connectionist teaching methods. In

addition, we can combine all kinds of modern educational technology, combine the advantages of multimedia and traditional teaching mode, construct an open learning environment for students, provide them with a variety of access to knowledge and opportunities to use knowledge, encourage them to adopt a variety of research-based learning methods, question, explore and innovate in practice.

4. Conclusion

Translation is not a simple transmission between languages. Translation is not a mechanical transformation between words, words and sentences, but a cross-cultural communication in a specific cultural environment. Therefore, it is necessary to integrate intercultural education into college English translation teaching and should be gradually strengthened. In this way, we can gradually enhance the sensitivity of students' cross-cultural differences and the ability to deal with cross-cultural differences, and enhance the comprehensive international competitiveness of our country.

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