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Discussion on Japanese Translation Teaching Methods from the Perspective of Applied Translation Talent Training

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Abstract

In the report of the 19th National Congress of the Communist Party of China, it is mentioned that "we should strengthen people to people and cultural exchanges between China and foreign countries, focus on ourselves and absorb all kinds of things. We should promote the construction of China's international communication capacity, tell excellent Chinese stories, show a real, three-dimensional and comprehensive China, and improve the country's cultural soft power." This is a major proposition and mission of the times. To accomplish this mission, translation is indispensable as a bridge between Chinese and foreign cultures. At the same time, with the continuous advancement of economic globalization and cultural diversification, translation plays an increasingly important role in social development and cross-cultural communication, and there is an increasing demand for translation talents. The traditional translation teaching model can no longer meet the needs of the new era. We must establish a new teaching concept as soon as possible. Starting with the current situation and existing problems of Japanese translation teaching, this paper expounds the importance of cultivating applied translation talents, and puts forward some suggestions on how to improve students' quality.

Keywords

applied talent training, Translation courses, teaching model

1. Introduction

In order to meet the requirements of the rapid development of China's economy and society and the development of disciplines, the newly revised national standard for the quality of foreign language and Literature Teaching (the national standard) has been officially implemented in China. The new national standard puts forward new requirements for the characteristics of Japanese professional development in higher vocational colleges, that is, teachers should strengthen inspiration, discussion and participation; In the field of entrepreneurship and innovation, "encourage various disciplines to carry out discipline competitions, learning interest groups, academic associations, innovation and entrepreneurship projects, etc.". As far as Japanese is concerned, in terms of translation skills, students need to be able to use

various tools and other materials to engage in translation work, and be competent for ordinary translation work. As the main course of Japanese, translation course should implement the reform of the new national standard.

2. The Necessity of Teaching Reform of Japanese Translation Course Based on the Cultivation of Applied Talents

In Japanese translation, the five parts of "listening, speaking, reading, writing and translation" are particularly prominent, especially in practical work. Especially in recent years, due to the increasing internationalization of international economic and trade relations, the continuous expansion of the company's business scope and the introduction of a large number of foreigners, there is an increasing demand for applied translators majoring in Japanese. However, students in relevant fields have low application in practical work and professional quality of Japanese. In relevant courses, the understanding of Japanese translation skills is still very weak. Many students feel that they only need to master the basic knowledge of Japanese and daily Japanese translation. They are not interested in Japanese translation knowledge. In addition, under the influence of traditional ideas, their ability to use Japanese in practice is also very poor. Because the graduates of Japanese translation cannot meet the needs of Japanese and the actual needs of Japan, the teaching reform of Japanese translation will have a significant impact on the future development of our country.

3. Current Situation and Deficiency of Japanese Translation Talent Training

After China's comprehensive opening-up, China Japan economic and trade will change from quantity to quality, from traditional big cities to coastal cities, and then to small and medium-sized cities. With the continuous development of information technology, people's demand for translation is increasing, and the demand for translation is also higher and higher. However, at present, China's applied translation talents are far from being able to adapt to the rapid development of China's economy and society.

According to the recent data of China Japanese Education Association, at present, 680 universities in China have opened Japanese majors, and the number of Japanese students is also increasing year by year. Through the research on the training plan of Japanese professionals, we find that 98% of universities have professional translation (Interpretation) courses. The construction of Japanese translation major and talent training are the common concerns of colleges and universities. Thousands of Japanese majors look for jobs every year, but there are still few people who are really qualified for translation. Therefore, cultivating a large number of high-quality Japanese practitioners is the primary task of Japanese translation major.

At present, there are many problems in the translation teaching of College Japanese majors (undergraduates), such as emphasizing theory and ignoring practice, blind practice, insufficient theoretical guidance and so on. Translation teaching organically integrates relevant theories such as translatology and linguistics, and has become an important content in College Japanese teaching.

Simple language cannot be understood as translation. To become an excellent Japanese translator, you need to skillfully use various language tools to prevent omissions and misunderstandings in communication. In addition, the teaching method of Japanese translation course is relatively simple. The focus of translation course is to teach basic translation theoretical knowledge, while teachers' teaching is the main. In the classroom, there is little communication between teachers. Teachers often carry out sentence by sentence and paragraph by paragraph, but can not make good use of multimedia teaching, ignoring students' interpretation in practical operation. Because the traditional teaching methods can not keep pace with the times, the translation teaching model of Chinese universities is difficult to meet the needs of society. At present, although the teaching staff and professional title structure of translation major tend to be reasonable, there are still a considerable number of teachers who lack professional knowledge and professional training, and rarely have the opportunity to use Japanese in the classroom. Taking the author's University as an example, the teachers in the Japanese department are all master's degree or above, while only 15% of the teachers have received special translation training during their postgraduates. Because the teaching task of basic courses is relatively heavy, there is not much free time in practical work. Due to the lack of practical translation experience in Japanese teaching, there is little discussion on translation theory and teaching methods, which leads to some phenomena that students are unable to do what they want in practical teaching.

4. Reform of Teaching Mode of Japanese Translation Course

With the increasing demand for translation talents, the training mechanism of translation talents has also changed. In particular, the main channel of translation teaching must meet the needs of the development of the times, drive professional characteristics with regional characteristics, and serve the local economy with professional characteristics. The training mode of Japanese translation should also be carried out under the guidance of this goal, and appropriate changes should be made on this basis. Combined with the specific situation of our school and region, the teaching of Japanese translation has been reformed.

4.1 Market Oriented and Teaching as the Medium

The cultivation of comprehensive foreign language ability is a main purpose of Japanese education, but while cultivating students, we should also pay attention to improving students' practical use of Japanese. In today's world, with the development of economy and globalization, the reform and adjustment of translation education is imperative. In the reform of translation teaching, "practical stylistic translation", as a new teaching model, is a major reform. Emphasizing the translation of practical style can not deny other types of translation. On the contrary, the translation of different styles complement each other, which will play a great role in promoting the cultivation of translation talents. Under the traditional translation teaching mode, a number of excellent literary translators with solid foundation, high level of Chinese and Japanese and high translation level have been trained. However, in the new era, the translation of literary works is far from enough. In other words, the mainstream of practical translation

refers to the translation of business negotiation, business and news, especially in Chinese universities. In addition to focusing on practical style translation and market-oriented teaching reform, students are also encouraged to participate in Japanese translation qualification examinations and translation competitions with social popularity, so as to promote the reform of translation teaching. Teachers should also actively apply for various types of translation certificates, participate in various translation competitions and set an example, so as to lay a good foundation for better guiding students and set an example for students. In addition, the College of Japanese can make use of its own language advantages to cooperate with other educational institutions, so that students can contact different topics in different cooperation and improve their translation ability. Among them, the cooperation of Japanese - e-commerce, and Japanese - social practice of translation companies are good examples. "Market oriented and teaching mediated" can not only meet the needs of the market, but also promote translation talents to the market. Through the honing of practice and the feedback of translation skills to the course teaching, it will promote the reform of translation course.

4.2 Deepen the Teaching Reform of Intensive Reading Courses and Link Intensive Reading Courses with Translation Courses

The traditional Japanese basic course is mainly to improve the ability of "listening, speaking, reading and writing", but ignores the cultivation of "translation", which makes students at a loss in practical application and is difficult to ensure the quality of teaching. In order to solve this problem, we suggest that the proportion of "translation" should be appropriately increased in the basic courses of lower grades, not just the translation of single sentences and complex sentences. In the intensive reading class, the translation of paragraphs, sentence groups or articles will also be presented with the deepening of teaching. In this way, new language knowledge can be applied to practice at any time. For example, in intensive reading class, choosing some dialogue texts and letting students translate in turn is a good way to exercise. In addition, in the intensive reading class, while strengthening the indoctrination of Japanese knowledge, we should organically integrate China's social status and excellent traditional cultural background into Japanese teaching, so as to broaden students' horizons and enhance cultural self-confidence..

While deepening the teaching reform of intensive reading course, it also puts forward the interactive relationship between Japanese basic course and translation course. The "intensive reading" course provides new translation materials for the "translation" course. The "translation course" creates a "translation scene" suitable for students. Based on the basic theory of "translation", it makes full use of and digests the "translation materials" provided by the "intensive reading" course. How to make full use of and improve translation materials is an important task in Japanese teaching. There are great differences between translators and interpreters, and the goals they face are also different. The translator is often faced with the text, and although there is some interaction between the translator and the translator, it is more the relationship between cognition and being recognized. In translation teaching, teachers are oriented to students. In the process of teaching, we should gradually improve

students' knowledge level. Therefore, whether it is the interpretation of translation theory or the arrangement of translation practice, teachers should not only stay at the level of experience, but should make a systematic and scientific evaluation of the translation work done by others and the work done by students. Make students understand the advantages and disadvantages of their own translation, so that they can continuously improve their translation level in practical work. In this context, the interaction between intensive reading courses and translation courses is mainly responsible for the inspection of translation resources and basic skills, while translation courses are responsible for comprehensively improving students' translation skills and completing the training objectives of translation talents.

4.3 Promote the Reform of Translation Classroom Teaching and Make Theory and Teaching Compatible

The teaching mode of translation course should start with the selection of appropriate teaching materials and strive to diversify and optimize them as much as possible. The so-called diversification means that in the translation course, 1-2 languages are selected as the main teaching materials, supplemented by 2-3 kinds of auxiliary materials. Optimization is to delete, screen, abandon and reasonably arrange the contents of teaching materials in actual teaching. Organize relevant teachers, actively use various media and collect materials, which plays a good role in promoting classroom teaching. In the selected textbooks, let students understand that the translation standards can be adjusted according to different texts, different objects, different requirements and different standards, so as to achieve the effect of translation. Textbooks play a guiding role in classroom teaching, but they can not be completely used as the content of translation. Teachers should use textbooks flexibly, not treat each case in the textbook as a scripture, but critically examine each textbook.

In theory teaching, we should "refine and practice more". Under the guidance of the theory of textbooks and in practical operation, we should guide students' translation achievements. Therefore, in translation teaching, teachers must carefully study the selected textbooks in order to form translation textbooks suitable for the actual situation of the school. Many scholars have discussed the relationship between translation theory and translation teaching. Translation theory is of great guiding significance to translation teaching, but we must understand it reasonably. In other words, translation theory does not have to be clearly reflected in translation practice.

In translation teaching, we should pay attention to the interpretation of translation theory and the teaching of translation skills. In fact, the development of Chinese-Japanese translation theory is based on Chinese-English translation, but Chinese-Japanese translation also has its own characteristics, which is due to the relationship between Chinese and Japanese culture. Whether in the setting of teaching links or in the interpretation of translation theory, we should start from this perspective. For example: literal translation / free translation / translation, abstract / specific translation method, addition / subtraction translation, joint / sub translation, active / passive translation, etc. However, in Japanese translation, which theory and technology are used most, the effect is the best, and which theory is better

combined with practice is the problem faced by teachers in translation teaching. In the theoretical interpretation, try to move from micro comparison to macro comparison, so as to form a unified translation method; When arranging translation training, we should firmly grasp the principles and skills of translation, and change from "sentence centered" training to "text", so as to test students' understanding of translation theory and skills. In translation class, teachers should pay attention to the diversity and practicability of translation practice, so that students can use corresponding theories and techniques in different texts. Expand knowledge and improve students' translation ability. The choice of translation teaching materials should be reasonable, the teaching content should be reasonable, and the essence should be practiced more.

The reasonable interpretation of translation theory and translation skills is the key to the reform of translation teaching. However, the content of translation training is diverse. At the same time, the "normalization" of translation cannot be ignored. Combining translation theory with classroom translation, while continuing to emphasize the basic skills of language, we should pay more attention to cultivating and cultivating translation skills, especially in translation teaching. It is also an important measure to improve the quality of translation classroom teaching to give full play to regional advantages and take students' translation practice as a conventional way of work. The off campus translation training base provides students with a large number of translation materials. Students can apply the theories and technologies learned in the classroom to practical work by participating in translation activities with different themes and styles. The off campus translation practice base reduces translation costs and cultivates a group of energetic and motivated young translation talents through cooperation with universities. The market-oriented translation needs are also fed back to the translation classroom teaching, which makes the translation teaching students move. This is a win-win situation. At present, the Japanese major of the author's University is actively expanding the scope of students' off campus translation practice, and cooperating with more professional translation companies to translate the results of translation practice into practical work.

4.4 Actively Set Up Auxiliary Courses, and the Main Classroom and the Second Classroom Complement each other

In the translation class, we also actively carried out translation minor courses, and through the way of minor courses, we deepened the teaching of translation theory and consolidated the effectiveness of teaching. In the past two years, the Japanese department has encouraged students to actively participate in various activities in the form of "second class" to improve students' translation ability, invited excellent teachers from other universities to our school or hold Japanese professional lectures through the Internet, and hired professional translation companies to our school for business promotion, so as to expand students' learning vision and enhance students' confidence in their careers. In the society, enterprises, factories, mines, organs, units and individuals often come to us to do some translation work, which is led by teachers and students participate and work together. This is a good opportunity for exercise. However, to satisfy the trustee, we must have a sense of responsibility, responsibility, division

of labor and focus. After completing the translation work, the teacher will take the students to proofread the full text without any errors and omissions, which can not only ensure the smooth progress of teaching work, but also make full use of the function of the second class.

Epilogue

5. Conclusion

With the rapid development of the world, the training of Japanese translators is becoming more and more urgent. At the same time, we should have more flexible hands-on skills. The reform of Japanese translation education is imperative, and the teaching of Japanese translation major should be carried out continuously. In order to become a real Japanese translator, it is not achieved overnight. We must change the traditional way of translation education and look at the development of Japanese translation from a new perspective. Facing the problems of single teaching method, outdated content and weak professional knowledge, translation education and teaching in the new era should be carried out from three levels: first, students should be the main body of teaching, give full play to their own potential, and make them move from "passive acceptance" to "active exploration"; Second, we should combine theory with practice and strengthen the comprehensive application of Japanese on the basis of strengthening the basis of translation; Third, we should pay attention to the all-round development of College Students' overall quality. To achieve higher quality, we should not only have good communication between Chinese and Japanese languages, but also have ideological and moral quality, physical quality and psychological quality. Therefore, when redesigning and reforming the current translation teaching, we must change the translation method formed by relying too much on stylistics according to the differences of translation studies. The primary task of the development and reform of translation specialty in China is to carry out translation training according to the actual situation and adopt various forms of training of marketing translators.

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