A Study on the Teaching Strategies of English Translation Course in Colleges and Universities under the Network Environment

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Abstract: *With the development of computer technology, the teaching environment of various disciplines is gradually becoming networked. English translation is the basic discipline of English majors, which is of great significance to their subsequent learning. Therefore, this paper studies the teaching strategies of English translation courses in Colleges and Universities under the network environment. Firstly, it clarifies the current situation of translation teaching. Secondly, it expounds the reasonable teaching strategies according to the existing problems, which has made a certain contribution to the optimization of College English teaching.*

Keywords: *Network environment; Universities; English; Reaction; Courses; Teaching strategies*

1. Introduction

With the trade exchanges of various countries, the frequency of international cultural exchanges is getting higher and higher, and there are more and more cooperation related to it [1]. Under this background, a large number of translation talents are needed as the basis for cooperation [2]. Under the influence of China's education system, the number of existing translation talents is scarce, which cannot meet the current needs of international culture and international business exchange and cooperation [3]. English is an important business communication language, and English translation is also a basic course for English majors. In order to improve the teaching effect of English translation courses and cultivate advanced translation talents, it is necessary to actively optimize the English translation courses.

The development of computer technology has changed the existing teaching methods, and more and more subjects use the Internet for teaching [4]. Therefore, the teaching environment of college English translation courses is gradually networked. However, due to the imperfection of the existing network education technology in our country [5], there are still many problems in English translation teaching in colleges and universities. In order to promote the development of college English translation courses [6], comprehensively improve students' translation ability, and meet the exchange needs of international talents, this paper studies a new teaching strategy in the network environment, which has made certain contributions to the optimization and development of subsequent college English translation courses.

2. The current situation of English translation course teaching in colleges and universities

2.1. The emphasis on teaching is low

The College English translation course is mainly influenced by the examination oriented education in Colleges and universities, and the overall teaching emphasis is low. The research shows that most colleges and universities often spend most of their teaching time in the teaching of words, writing and so on, giving little translation teaching time. Some colleges and universities have not even set up English translation courses, which seriously reduces the teaching effect of English translation courses.

When teaching translation courses, many teachers only simply translate the content of the textbooks, and do not teach translation skills to students. Students only understand the content of the textbooks translated by teachers, and they will not make inferences by analogy, which is not conducive to the

development of English translation courses. In addition, many teachers do not pay attention to English translation courses and do not set up relevant teaching plans. Most students often only study in elective courses, resulting in limited learning effects of English translation courses.

2.2. Outdated teaching content

Under the influence of traditional English teaching ideas, most English translation courses still use a rather rigid teaching mode, lacking in teaching innovation. In English translation teaching, teachers often regard themselves as the main body of the classroom, transmitting certain translation thinking to students, and then students follow the teacher's thinking. This learning mode is very easy to lead to the solidification of students' thinking, and the learning efficiency of English translation courses drops rapidly.

In addition to the problem of teaching mode, many teachers' teaching quality is also poor. In the teaching process, they only explain to students according to the knowledge points in the textbook, and do not carry out reasonable teaching expansion. The content of most English translation teaching materials is often related to boring content such as technology and modernization. Not only there are many words that are difficult to understand, but also it is easy to lead to boring teaching and lead students to enter a state of passive learning. Many teachers have not yet used information technology in teaching, and the classroom vitality is low, resulting in poor teaching effect of English translation courses in colleges and universities. Some college teachers have not considered the specificity of teaching when teaching translation courses, and only use generalized teaching methods to teach, which has a narrow coverage of knowledge and does not meet the learning needs of students.

2.3. Weak foundation of students

In the long-term English learning process, students often focus on words and writing, and master little translation knowledge, which leads to their weak translation foundation. In addition, most teachers only pay attention to the students' translation ability in the textbooks, ignoring the expansion of their ability, resulting in the students' lack of independent learning ability and muddling along in their learning attitude.

Research shows that most colleges and universities often use elective courses for English translation teaching, and the number of students in the classroom is too large to carry out real-time communication between teachers and students. Moreover, teachers are unable to formulate relevant learning plans according to the learning characteristics of each student, and can not effectively grasp the learning status of students, resulting in the continuous decline of students' translation foundation. There are also some differences in the basis of college students. Many students have a weak foundation in English and can not even translate simple sentences. Therefore, they often fail to effectively understand the contents of the class, and slip away and wander in the class, resulting in their own English translation level becoming lower and lower.

2.4. Insufficient teachers

Teachers are an important part of English translation teaching and play a guiding role for students. However, at present, the threshold of English translation teachers in various colleges and universities is relatively low, and many teachers have low comprehensive quality and teaching level, and cannot effectively complete teaching. There are also some teachers who are very perfunctory in the teaching process and fail to conduct reasonable translation assessments for students, which further affects the teaching effect of English translation courses.

3. Teaching strategies of college English translation courses in the network environment

3.1. Clear teaching goals

In the teaching process of English translation course in Colleges and universities, we should start with the teaching materials to clarify the basic objectives of teaching. We can design a reasonable teaching plan according to the current situation of English learning in each school and learn according to the teaching characteristics of each classroom. A variety of English translation courses can also be set up, and the teaching effect can be regularly assessed to improve the learning effect of students.

3.2. Optimize teaching content

Teaching materials play an important role in the teaching effect, so it is necessary to optimize the teaching materials regularly in the follow-up English translation course teaching. Interesting translation content can be added to English textbooks to cultivate students' positive learning attitude, and various teaching elements can also be used to provide innovative solutions to teaching knowledge to attract students to take the initiative in learning. In addition, teachers in Colleges and universities can actively use advanced information technology for teaching, encourage students to master a variety of English translation knowledge, and comprehensively improve students' English translation ability.

3.3. Innovative teaching mode

In the subsequent teaching process of English translation teaching in colleges and universities, teachers can design targeted teaching plans and innovate teaching modes according to the learning status of each student to ensure the teaching effectiveness of English translation courses. Through the large screen, students can watch movies, write after reading, and improve students' translation and expression skills; they can also create a new learning scene, allowing students to role-play, and improve students' translation and application ability. After teaching, teachers need to focus on teaching. The effect is comprehensively investigated, and the students' English translation ability can be effectively improved.

3.4. Cultivating the teaching staff

Teachers are an indispensable part of teaching. In order to improve the comprehensive quality of College English translation teachers, it is necessary to actively cultivate high-quality teachers. Each university needs to regularly optimize the teaching team according to its own teaching needs to improve the teaching effect of teachers. Moreover, it is also necessary to carry out translation teaching training regularly to improve teachers' knowledge reserve. Colleges and universities can also regularly carry out teacher teaching exchanges, change teachers' original teaching thinking, and cultivate innovative teaching consciousness. Teachers should also actively learn effective teaching concepts, understand the actual learning situation of students, and make certain contributions to the formulation of teaching plans.

4. Conclusion

To sum up, with the development of international trade, translation talents are becoming more and more scarce. In order to meet China's cooperation needs, it is urgent to train a large number of translation talents. Influenced by the development of the Internet, the original teaching structure of English translation course has been broken, and many serious teaching problems have appeared. Therefore, this paper, based on the current teaching situation of English translation course, optimizing the teaching content, innovating the teaching mode and cultivating the teaching staff. This paper expounds the reasonable teaching optimization strategy under the network environment, which has made certain contributions to promoting the development of China's trade cooperation.

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