Research on MTI Translation Technology Teaching Practice and Discipline Innovation Development Path in the Post Epidemic Era

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Abstract: COVID-19 has changed our lives, work and traditional learning scenarios and methods in some ways, especially online teaching. Have teachers stopped to think seriously about the relationship between technology and teaching while actively responding to it through various platforms? With the rapid development of translation artificial intelligence and big data technology, translation technical ability has become an important element of the translator's ability system in the new era, and translation technical teaching has become a part of the master of Translation (MTI) education in colleges and universities. The wide application of all kinds of translation technology urges universities to strengthen the design of MTI translation technology teaching system. The design of teaching system should adhere to three principles: improving ability and applying knowledge to practice; Design stratification, tamping foundation; Set compulsory, integrated courses. The core of translation technology teaching is teaching objective, teaching content and teaching teachers, among which teaching content design is the key element. This study is helpful to clarify the teaching concept, standardize the teaching content, promote the standardization of teaching, and cultivate language service talents to meet the needs of the social market in the new era.

Key words: Post-epidemic era; MTI translation; Technology teaching; Development path

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Introduction

Most language courses are highly interactive, especially listening and speaking courses, which have some disadvantages in online teaching. At the same time, there are many kinds of software platforms, and many teachers have technical blind spots in the process of using them. However, online courses are incomparable to offline courses in terms of culture, audio, visual, sharing, convenience and efficiency. Therefore, it is the key to patiently study the use of tools and realize technology-driven learning. Translation courses can be roughly divided into the following categories: basic language skills courses, interpretation courses, translation courses and subject knowledge courses. According to the needs of its class type, it can be divided into real-time interactive course and non-real-time interactive course. The

similarities between language skills courses and translation courses are practical, such as English listening and speaking and oral English Translation courses are real-time interactive courses. Teachers need to broadcast audio, correct mistakes, organize discussions and other real-time interactions with students in class. Although translation courses mainly focus on the practice of written text translation, they aim to enhance students' translation awareness and cultivate their ability to understand, appreciate and translate texts in different styles through theoretical guidance. Offline teaching has a large amount of homework and a high frequency of homework, so teachers and students need to invest a lot of time and energy to ensure the quality of teaching, most of which must be completed through interaction between teachers and students.

Another form of interaction is non-real-time interaction, such as "Appreciation and Analysis of Chinese Classics" and "Introduction to European Culture". These courses involve more theoretical knowledge and are mainly taught by teachers. Teachers can choose the interactive form of text live broadcast, such as QQ group, wechat group, etc., to weaken the influence of external conditions such as poor network signal. Meanwhile, mooC +QQ group/wechat group q&A + learning pass is adopted to record students' learning process and results. Before class, students watch MOOCs videos for self-study. Teachers assign homework of corresponding chapters to students on the learning channel every week. After students finish the tasks, teachers answer questions in QQ group or wechat group within the specified time.

In addition to MTI translation techniques in colleges and universities teachers lack problem, the prominent problems affecting translation technology course teaching is so far no authoritative teaching outline, MTI translation technology courses "teaching" and "how to teach", these fundamental problems often give the MTI translation technology university teachers confused about what to do, so we have to according to their understanding of "touch stone across the river," Teaching results are uneven. Therefore, it is imperative to design the teaching system of MTI translation technology in colleges and universities nationwide. This work can provide a basis for the national education department to formulate the national MTI translation skills training program.

1. Research design

Human society has entered the era of artificial intelligence. As the application branch of artificial intelligence technology, translation technology has brought profound impact on translation industry and translation teaching, which is the background of the era for the design of translation technology teaching system. MTI students generally have weak cognitive level and application foundation of translation technology (Cui Qiliang, 2017A: 88), which is the realistic basis for the teaching design of translation technology.

1.1The new era background of the development of translation technology

The development and application of ARTIFICIAL intelligence technology are changing the

structure of human society. In order to seize the major strategic opportunities of the development of ARTIFICIAL intelligence and speed up the building of an innovative country and a world scientific and technological power, The State Council issued the Development Plan for a New Generation of Artificial Intelligence (hereinafter referred to as the Development Plan) in 2017, making the development of artificial intelligence one of the key national development strategies. Natural language processing technology and machine translation technology developed from this technology have become the focus of research. The "Development Plan" points out that natural language processing technology specifically studies short text calculation and analysis technology, cross-language text mining technology, semantic understanding technology oriented to machine cognitive intelligence, multimedia information understanding human-machine dialogue system.

Machine translation technology is only one of many translation technologies. Translation technology has many definitions. In this paper, translation technology refers to various technologies comprehensively applied by translation service personnel in the process of translation (Wang Huashu, 2017a:4), including format conversion before translation, resource extraction, word count, repetition rate analysis, task analysis, term extraction, repeated fragment extraction technology, pre translation technology, etc; Auxiliary spelling, auxiliary input, electronic dictionary and parallel corpus query and verification, translation memory matching, term recognition, etc; Post translation quality inspection, translation format conversion, post translation typesetting, translation product language testing and language asset management. According to the development report of China language service industry of China Translation Association, translation management tools, search engines and desktop search, computer-aided translation, term management tools and translation trading platform have become the top five translation technologies applied by language service providers.

1.2 Current situation of MTI students' translation skills

In addition to keeping up with the development of translation technology and social needs, translation technology teaching should also consider the current situation of translation technology ability of MTI students in Colleges and universities, so as to solve the mismatch between the rapidly developing new technology and students' actual technical ability. At present, college MTI students' ability to understand and apply translation technology is generally low, which has become a practical problem affecting translation technology teaching. According to the survey data of the national report on the education and employment of postgraduates with master's degree in translation, the employers receiving MTI students reflect that MTI students are "unskilled in the operation of computer-aided translation software", and it is suggested to strengthen MTI students' computer office software and translation practice, computer-aided translation Learning of technical courses such as localization engineering (Cui Qiliang, 2017A: 91-92).

With the wide application of information technology and artificial intelligence technology in the language service industry, the translator's software operation and application ability has become an

integral part of the translator's ability (kornacki,2018：42）. How to improve the translation skills of MTI teachers and students? The teaching content of EU master of translation (EMT) established in 2004 has positive reference value. The competence framework (2017) report takes technology as one of the five translation abilities (the five abilities are language and cultural ability, translation ability, technical ability, personal and interpersonal relationship ability and service provision ability). The technologies in the master of translation competence framework include office software, search engine, corpus tools, preprocessing tools, machine translation system, translation workflow management tools, etc. (EMT, 2017:9). EMT's capability framework will be "technical capability". As one of the five translation abilities, it deeply shows the important position of translation technology in the training of translation professionals.

2. Design scheme

Curriculum design is an integral part of instructional design. According to the view of curriculum theory, school curriculum should mainly focus on four basic issues: the determination of educational objectives, the selection of educational experience (learning experience), organization and the evaluation of results (Zhong Qiquan, 2007). The core of the selection and organization of educational experience (learning experience) is the construction of teachers. Teaching design should not only refer to the viewpoint of curriculum theory, but also deeply understand the characteristics of translation technology curriculum. Teachers and their educational experience have a direct impact on the teaching effect. The core contents of translation technology teaching design in Colleges and universities include: (1) teaching objectives; (2) Teaching content; (3) Teaching staff. The teaching goal is the direction, the teaching content is the starting point, and the teaching teachers are the main body. The three promote each other.

The professional characteristics of translation technology course are shown in three aspects: (1) the course content is updated frequently. Translation technology is a branch of information technology. With the rapid development of information technology, agile development has become the mainstream way of software development, and continuous delivery has become the mainstream way of software delivery. Translation software and tools in translation technology courses need to be updated frequently in order to keep up with the development of software technology. (2) Take computer experiment and practice as the basic learning method. In order to give full play to the role of translation technology, we need to operate all kinds of translation technologies and tools on the computer, apply them repeatedly and summarize them continuously, so that practice can make perfect. (3) The course closely integrates various techniques in translation projects

Specific application of surgery. The focus of translation technology course is not how many translation technologies and software have been learned. The focus is to combine translation techniques and tools with specific translation projects and tasks to solve the specific problems of translation projects and tasks. In order to deeply experience the importance of translation technology and make good use of

translation technology.

（1） Teaching objectives

Improving students' application ability of translation technology is a goal of translation technology teaching. MTI's translation technology teaching is not to train MTI students into software programmers, but to understand the principles of translation technology, learn to select and apply software functions, and solve specific problems of translation projects and tasks. MTI translation technology teaching should always take improving students' translation technology application ability as the teaching goal (Xu Bin, Guo Hongmei, 2017:101). Due to the numerous classification of translation technologies and the endless emergence of translation software and tools, MTI translation technology teaching should not be limited to learning a specific translation software or tool (for example, CAT software of a manufacturer), but cover a variety of representative translation technologies and software. Another goal of MTI translation technology teaching is to cultivate students' technical thinking ability. "Technical thinking" here refers to the ability to analyze the needs, objectives and characteristics of translation projects or tasks, actively think about and explore the application of available translation technologies, software, tools and resources, so as to improve the implementation efficiency of the project, reduce the production cost of the project and ensure the quality of the project. Technical thinking ability can be subdivided into technical awareness, learning, application, summary and sharing ability.

（2） Teaching content

Translation technology is a collection of technologies, software, tools, equipment and corpus. Over the past five years, representatives of organizations and scholars in the language service industry (taus, 2016; ISO, 2017; kornacki M., 2018; Chan sin Wai, 2015; Wang Huashu, 2017A / 2017b) have continuously summarized translation technology, which can be used as a reference for the design of translation technology teaching content. As for MTI translation technology teaching in Colleges and universities, scholars engaged in translation technology application teaching in recent five years include Xu Bin (2014 / 2017), Wang Huashu (2018), Fu Jingmin, Xie Sha (2015), Cui Qiliang, Niu Shuo (2016), Li Mei (2016), Wang chenshuang, Wen Jun (2016), Cui Weixia Wang Junsong (2018) and others wrote articles from their respective teaching experience and research. Their teaching practice provides a useful reference for the teaching content setting of MTI translation technology course.

According to the learning difficulty and application scope of translation technology, translation technology courses can be divided into basic translation technology courses and advanced translation technology courses. According to the contents of translation technology courses in Colleges and universities at home and abroad, combined with the current situation of the application of translation technology in the language service industry, the modular characteristics of advanced translation technology courses are obvious, which are divided into five modules: localization engineering, desktop typesetting, technical writing, translation management technology and translator programming, MTI

universities can offer basic courses and advanced courses of translation technology according to specific professional directions. For the localization direction and translation technology direction of MTI, it is recommended to study basic courses and advanced courses of translation technology (all or part). MTI translation technology courses in translation, interpretation and project management.

Due to the limited class hours of translation technology courses, it is enough to set up basic courses of translation technology. The specific content of the course can be selected, updated and improved according to the training characteristics of each school, students' professional direction and foundation, and the requirements of the language service industry for translators' technical ability.

（3） Teaching staff

Teaching teachers are the key to improve translation technology education. The lack of qualified translation technology teaching teachers is a prominent problem affecting the teaching effect of MTI translation technology course. According to the industry survey of China Translation Association (2018:188), 36.16% of the teachers currently engaged in the teaching of MTI translation technology courses have no practical experience in translation technology teaching, 31.7% have more than one year of practical experience in translation technology teaching, 45.98% have "average" familiarity with translation technology, and only 8.04% are very familiar with translation technology teaching. According to the professional characteristics of translation technology courses and the ability requirements of teachers, translation technology teaching teachers in Colleges and universities need not only rich experience in translation technology teaching, but also rich practical experience in translation technology to combine translation technology with translation teaching. MTI colleges and universities should pay full attention to the construction of practical, compound and professional language service teachers, and do a good job in the recruitment, training, introduction and incentive of teachers of different majors. At the same time, translation technology teachers in Colleges and universities should have the ability to learn quickly, be full of interest and curiosity about the rapidly changing and updated new technologies, new software and new methods, and actively track, pay attention to, learn and practice. Since the latest translation technology and software often come from enterprises, MTI universities can invite professionals engaged in translation technology practice to serve as part-time teachers of translation technology and engage in translation technology teaching (Wang chenshuang and Wen Jun, 2016:82). College translation technology teachers are often sent to enterprises for further study to learn the latest translation technology and software applications. Strengthen international exchanges and cooperation among translation technology teachers, promote the construction of a shared translation technology teacher pool, and realize the sharing of national and regional translation technology teacher resources (Wang Huashu et al., 2018:81).

3.Case analysis of online teaching during epidemic

3.1 Fully preheat

Guide students to pay attention to online learning and self-discipline through recording navigation courses. While narrowing the distance between teachers and students, teachers introduce the course teaching content, score weight setting, as well as assessment forms and requirements. Teachers shall prepare the course materials, reference materials, video explanations of important knowledge points of the unit and other course resources to be uploaded in advance to ensure that every student knows his / her task and is familiar with learning route. Pay attention to details. Before class, through the voting, questionnaire and other functions of the course building tools, teachers can arrange the use of hardware and software of the students in their class in advance, understand the students' online learning conditions, record in detail the students with difficulties, and focus on tracking and attention in the later stage. The results show that the online learning environment of most students can be guaranteed. The design of pre class discussion topic is a powerful starting point for preheating the teaching content. It must be relevant and targeted to help students understand the key points of teaching. Anticipate the problem. It takes some time for students to adapt to the online learning mode. Therefore, teachers should register accounts for students half a month in advance, provide electronic textbooks and establish technology exchange groups outside the platform. Early debugging can be used to predict the problems in use, so that a series of problems can be avoided. The learning progress of the same terminal cannot be updated at the same time, the data loss caused by the platform app version and other technical problems, as well as learning problems such as not adapting to the platform learning mode, being unable to make horizontal comparison with other students, and not knowing how to get the teacher's evaluation.

Before officially entering the classroom, teachers can send electronic teaching materials and classroom materials to students participating in the classroom, let them preview in advance, and issue some supporting introductory exercises as a water test quiz to expose and solve students' problems early. Teachers can also understand the level of students in advance by analyzing students' scores and find out the common problems of students.

3.2 interaction should be interest oriented and task driven in class

To achieve efficient and compact cooperative learning. In order to ensure the multi-dimensional dynamic interaction of language courses, we can make a variety of attempts in the selection of platforms. Nailing live broadcast can carry out real-time interaction of voice and wheat by clicking students in sequence, and can also carry out background automatic recording and broadcasting and statistical data. However, effective switching and connection cannot be guaranteed in group activities and display mutual evaluation. At this time, Tencent meeting can be adopted, which can be implemented by jointly hosting and sharing the screen. At the same time, WPS automatic screen recording software is used to record classes, so as to ensure that students with sudden problems on the network can watch and play back. The

classroom interaction of translation courses is mainly guided by tasks, and the interactive forms of thematic discussion and case analysis are adopted to make students consciously mobilize their knowledge system and learning ability (Chen Tao and Deng yuan, 2018). Taking the literary translation course as an example, students should write personal translation logs on the basis of practice, in order to help them sort out text analysis, difficult problems and solutions in the translation process, and realize sound thinking. Then, the online platform was used to carry out "student student mutual evaluation", effectively mobilize students' enthusiasm, learn from each other's strengths and make up for their weaknesses in the process of reviewing students' homework, and deeply understand the text. Finally, the group discussion produces excellent translations for class presentation. Other students can ask questions freely and the presenter can answer them on the spot. At the end of each group, students will score according to the existing standards and select the best.

Practice has proved that through online group display, students can achieve clear division of labor, analysis in place, tacit understanding, seamless connection, objective scoring, detailed and comprehensive comments, and the effect is better than offline. In this process, teachers only need to be patient as a guide to help students complete the whole process of analysis inquiry expression reflection description. Of course, targeted comments and penetration of relevant theoretical principles are also very important key. Students' comprehensive abilities of critical thinking, exploration, expression, cooperation, response and problem solving can be trained. Besides teaching common interpretation skills, interpretation courses need a lot of practice and teachers' comments to ensure the teaching effect. It is not difficult to realize all this in the well-equipped voice room, but due to the lack of professional equipment and the instability of network teaching, it is difficult to realize the above tasks in the network classroom. During the epidemic period, through practice and exploration, it is found that group practice and mutual learning outside classroom teaching are very necessary for this type of course. They are an effective way of classroom teaching.

First, teachers should be good at using platform tools for mutual evaluation and discussion within the group. The significance of group learning first lies in making up for the defect that teachers can not monitor the practice effect of all students at the same time in the online classroom. Secondly, it lies in helping students understand their shortcomings and problems reflected in the practice, and learn from each other and make up for each other through discussion.

Second, the combination of inter group evaluation and teacher evaluation. In addition to the scoring evaluation and targeted comments on the results of group exercises, teachers pay attention to the design of multiple evaluation dimensions, pay attention to the discussion results of students, and observe whether students get appropriate solutions and put forward in-depth problems through discussion, rather than only pay attention to the effect of translation or repetition. This way prevents students from deliberately looking for simple materials or collective cheating in order to get high scores.

3.3 Scientific and timely interaction after class

Students are prone to anxiety and pressure when learning multiple courses online and completing multiple assignments. Therefore, teachers need to pay attention to the assignment and design. They should not only make the task description clear and clear, ensure the output of effective results and achieve the purpose of exercise, but also make the arrangement path fixed and unified, remind them scientifically and timely, and give students a buffer, Avoid unnecessary "cognitive burden" (Michael Sankey, Xiao Junhong, 2021). Therefore, the forms of process assessment need to be diversified. The assessment scheme of this course covers observation points such as classroom performance, discussion, material learning and homework. In addition to written homework, it is also necessary to use the "special function" article link for extended reading and supplementary video to summarize and consolidate. It is also necessary to set task points and breakthrough modes to ensure that students complete the progress within the time limit, and the core content can be passed. Ask quiz questions and check students' digestion and understanding. From the speed and quality of students' homework, students' language expression and the comprehensiveness and depth of answering questions have been improved. This active and serious attitude of students is very valuable, and it is also the attraction of online courses. At the same time, the homework correction should be detailed. The "revision" mode of translation practice and log writing should respond to comments one-on-one, sort out and summarize common problems one by one, so that each student can feel the teacher's attention and concern at all times. The reply should be timely and comprehensive, so that students can understand the standards of excellence as soon as possible, so as to have a clear goal. Most of the discussions and assignments involved in the translation course are translation appreciation, text analysis or translation.

It is an understanding of theoretical principles without a unique answer. The purpose is to train students' speculative ability and problem-solving ability. Therefore, it should show and compare more, not label, and only objectively comment on the advantages and disadvantages, or invite students to show examples. Each class strives to maximize sharing and encouragement. At the same time, the evaluation should be objective, so as to ensure that the evaluation of various assessment contents is objective and the basis of results is sufficient, and the results of students' mutual evaluation should also be controlled. In this way, mutual dependence can be increased during interaction. Students' high participation can last. Make full use of learning statistics and classroom reports to let students know the overall situation of the whole class and their own performance at any time, and encourage students who are not active enough to improve their initiative through reasonable competition.

4. Subject knowledge courses and utilization of online high-quality resources

The purpose of such courses is to cultivate the ability of translation students to understand and appreciate excellent Chinese and foreign literature and culture through the study of Chinese literature, Chinese classics, foreign literature, culture and other disciplines, so as to lay a foundation for becoming

the messenger of cultural exchange between China and the West in the future. The teaching method is more traditional. The combination of classroom teaching and students' appreciation has a large amount of lesson preparation. At the same time, most of the problems reflected by students in their study are that they are unwilling to spend too much time reading works, resulting in the unsatisfactory effect of homework promotion. Taking "appreciation of famous Chinese classics" as an example, offline teaching has to spend a lot of time on language translation and interpretation, which can not well achieve the objectives of enhancing students' literary appreciation ability and improving aesthetic interest. The key question lies in two points: first, how to make the class more vivid? Second, how to stimulate students' real interest in reading? The most important thing is to return to the connection between the curriculum and reality. We must not regard them as "dead" works. We should make these contents glow with new life in students' reading. We should make students feel that these classics are indeed the crystallization of Chinese wisdom, which can change their understanding of the world and even their daily life. Online teaching just gives such courses new opportunities. Reference existing excellent online courses process resources, teachers can re edit and adjust according to teaching needs, establish in school classes, and use platform tools for daily homework management, which is an effective way. Online teaching effectively improves students' interest in learning by upgrading interactive methods. The homework of traditional offline teaching may be reciting an ancient poem, but under the condition of online teaching, it can be in the form of questionnaire, rush answer, voting and so on, which is transformed into a question and answer combined with the knowledge points of the course. This kind of question design can not only let teachers find the problem of students' lack of knowledge, but also make students realize the necessity of listening carefully. At the same time, it will also produce an atmosphere for teachers and students to learn and share, effectively make up for the distance between teachers and students in the classroom, and better realize the good ecology of technology promoting learning.

First of all, we should understand the application standards for benchmarking high-quality online courses and first-class courses. Online and offline mixed first-class courses mainly refer to the transformation of in-school courses based on Mu courses, exclusive online courses or other online courses, using appropriate digital teaching tools and combined with the actual situation of the University. Arrange 20% ~ 50% of the teaching time, implement the organic combination of students' Online Autonomous Learning and offline teaching, and create a hybrid golden course integrating online courses and classroom teaching of the University. Therefore, it is very necessary to make timely use of the curriculum platform and upgrade the existing teaching resources, including PPT, teaching plan, online learning content, materials, homework, examination, etc. at the same time, these teaching resources can be directly applied to hybrid teaching, and offline teaching resources can also be constructed through different curriculum platforms or recording and broadcasting classrooms. The key points of the application of national quality online open courses are course introduction, course characteristics and course assessment (assessment methods for learners' learning, performance assessment methods, etc. if it

is a credit recognition course, the course data information form must be attached) Curriculum application (application and effect for other college students and social learners, including the total number of schools using courses, the total number of courses selected, the name of schools using courses, etc.) and curriculum construction plan. Only by benchmarking development can we know well, and only by careful construction can we produce results.

5.Conclusion

The rapid development and wide application of artificial intelligence technology and big data technology have prompted MTI universities to strengthen the teaching of translation technology. In order to achieve the MTI teaching goal and improve the standardization and specialization of translation technology teaching, it is imperative to design the MTI translation technology teaching system in Colleges and universities.

The design of MTI translation technology teaching system needs to comprehensively analyze the era background of technology development, deeply understand the professional characteristics of translation technology courses, and accurately understand the basis of translation technology ability of MTI teachers and students. The core contents of the design of translation technology teaching system are teaching objectives, teaching contents and teaching teachers. Among them, the teaching goal is the direction of teaching efforts, the teaching content is the starting point of teaching tasks, and the teaching teachers are the key to effective teaching. In order to achieve the goal of cultivating students' technical thinking ability and translation technology application ability, it is necessary to ensure that the teaching content is adapted to the continuous development of translation technology, through the layered design of courses and the efforts of "double qualified" teaching teachers with translation technology teaching experience and professional translation practice experience.

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