Research on the Cultural Characteristics and Teaching Mode of Art Translation

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Abstract
Art translation is a kind of literary creation, in which works existing in one language are recreated in another language in the process of creation. This requires art translation talents to have solid basic knowledge of English and Chinese bilingualism and good ability to express themselves in spoken and written English and Chinese, comprehensive knowledge of art and humanities, comprehensive and in-depth understanding of the differences between Chinese and western art and culture, and strong intercultural communication ability. In the teaching of art translation, in order to improve learners' theoretical literacy and practical specifications, relevant translation theories should be scientifically infiltrated and professionally controlled in terms of height and direction. At the same time, the cultivation of thinking and discernment ability is incorporated into the teaching objectives of art translation, and the students' ability of cultural interpretation, analytical reasoning and correct evaluation is strengthened through special exercises.

Keywords
Artistic Translation; Teaching; Translation Theory; Critical Thinking Skills; Cultural and Artistic Literacy

Characteristics and Properties of Artistic Translation

Whether translation is science or art has always been debated in translation circles, but it is undeniable that translation is first of all a science, and at the same time has obvious artistic characteristics. The peculiarity of artistic translation depends on the one hand on its position among other kinds of translations and on the other hand on its interrelationship with the literary original. Artistic translation is a kind of literary creation, in which a work existing in one language is recreated in another language. Literature, due to its linguistic character, is the only one of the arts that is blocked by lin-

guistic boundaries. Unlike music, painting, sculpture, dance, etc., literary works can be understood only by those who are familiar with the language in which the work is written. Translation is a historical concept, which has been given different contents in different times, and its interrelationship with national literature has been understood with different perspectives. Artistic translation differs from creative work in that it is bound by the object of translation. In the vivid literary process, it is not possible to distinguish completely clearly the boundaries between translated works and art literature as a whole. To produce a translation that is faithful to the original meaning and smoothly written, the translator is often required to be familiar with the social and cultural background of the source text, to have sufficient language skills, and to be able to effectively translate the information and even the style of the original text into the target language, so that the reader can understand the world that originally belongs to another language through translation. The reader, through the translation, can understand a world that originally belonged to another language. As Pope Gregory the Great said, "Even if one cannot read the text, one can think deeply between the lines of the painting." In art translation, the translator's background knowledge of art and culture should be expanded to effectively improve the reader's comprehension and avoid the negative effects of art translation. Language is a component of culture, and its evolution, use and expression are inevitably influenced and restricted by the cultural environment in which it is used. The process of translation teaching and research should not only be a study of simple language conversion, but also a process of studying the factors of cultural composition. Therefore, when discussing the "faithfulness, elegance, and elegance" of artistic translation, if the translator neglects to convey the social and cultural backgrounds covered by the language, and does not understand that in the cross-cultural environment, the same words can produce multi-level meanings, or different words can have similar meanings, then we cannot talk about the authenticity of the translation or the so-called faithfulness to the original text. Translation is also an important way of learning, as it always reminds us that people make mistakes and leads us to learn through them, so that people become more humble, more tolerant and more refined, and have a deeper understanding of the majesty of humanity.

Objectives and Requirements for the Cultivation of Artistic Translators

With the rapid development of China's economy and society, the international community is more enthusiastic than ever in communicating with Chinese art and culture, and China has also implemented the strategy of going abroad for culture in response to the development of the situation and has gradually achieved increasingly remarkable results. Translation is not only the ability of text conversion, but also the manifestation of translator's cross-cultural recreation ability. Therefore, the traditional way of training translation talents needs to be improved urgently, for example, Murray believes that the quality of training foreign language translation talents nowadays is worrying. In the history of translation research in China, most translators have attached importance to the study of literary translation theory, and in the earliest translation research of Buddhist scriptures, they

also attached importance to the meaning, sentiment and image expression between the lines, and the translation fully reflected the translator's language level and literary accomplishment. Language is not only a tool for expressing and communicating human thoughts and feelings, but also a component of culture and a carrier of culture. Language can truly reflect the ecological region, political economy, material culture, religious beliefs, customs and habits of a country or a nation. The close relationship between culture and language has become the consensus of everyone. Language is the carrier of culture, and culture is deeply rooted in language. Without understanding the culture carried by the language, it is impossible to master the language learned. People study the relationship between culture and language, either in a single language and culture, or in a comparative study between two or more languages and cultures to find out their similarities and differences. Different languages determine different ways of thinking, behavior and linguistic expressions of different peoples. In the process of translation, in order to better convey the charm of the original work and reflect the principle of letter, the principle of dissimilation is followed to preserve the original cultural imagery in the original language without causing any ambiguity conflict in the target language. This requires art translators to have solid bilingual knowledge including good oral and written expression skills in English and Chinese, comprehensive knowledge of art and humanities, comprehensive and in-depth understanding of the differences between Chinese and western art cultures, and strong intercultural communication skills. They should be familiar with translation theory, master the basic skills of interpretation and translation in various genres, and be able to use translation tools skillfully.

Teaching Strategies for Artistic Translation

Emphasis on Teaching Translation Theory to Learners

Translation practice needs to have the consciousness of receiving theoretical guidance. In the current art translation teaching practice, relevant theoretical research, teaching and theoretical application is still very weak links. Even many scholars and teachers of translation theory think that applied translation does not need to pay attention to theoretical research and teaching, and at most, they only pay attention to basic and microscopic research on translation methods and techniques, which leads to a lack of ideological understanding and practical guidance. Professor Lin Ke'nan of Tianjin University clearly points out that translation teaching should devote at least 50% of time to teaching translation scientific theories, because only scientific translation theories can reveal the most core objective laws in the translation process, so as to guide translation practice from a macro perspective and achieve the best effect of translation. Translation theories originate from translation practice, and translation practice appeals to translation theories, then they maintain an active and interactive relationship with each other. The guiding role of theories on practice cannot be overemphasized, but theories can deeply regulate and guide practice, describe and explain practice and fi-

nally inspire and predict practice. Every translation theory has its certain limitations and needs to be tested and improved in practice, and every theorist has gone through a long and extensive process of translation practice. Good translators or translation teachers have the dual identities of "translator" and "scholar" in a certain field, they are professionals with a strong theoretical foundation in the field of translation, and they are also scholars or experts in the field of application. Only those who have both or more identities are excellent translators and translation teaching workers. In the teaching of art translation, in order to improve learners' theoretical literacy and practical standard, it is necessary to scientifically infiltrate relevant translation theories, to have professional control in height and direction, and to deliberate and control translation materials in terms of microscopic translation skills, so as to cultivate students' theoretical literacy and practical ability in the practice of art translation.

Promote the Development of Learners' Critical Thinking Skills

For a long time, due to the characteristics of language learning and the paranoia of traditional teaching methods, the teaching of art translation attaches importance to the memorization and imitation of language, emphasizes the accuracy of language, but neglects the content, logic, ideas and creativity, resulting in foreign language students' narrow knowledge, inactive thinking, inability to reason and argue, and lack of discursive ability. Translation activities are closely related to the ability of discernment. If we strengthen the training of discernment skills in translation teaching in a targeted manner, it will certainly be beneficial to improving students' translation ability, and the two can promote each other and complement each other. There are at least two kinds of consensus in the education field about the essential characteristics of "discernment", one of which is that as an advanced thinking activity, "discernment" is different from thinking by instinct and intuition, and its purpose is to make judgments supported by reasons; the other is that discernment is a kind of reflective thinking. Secondly, discernment is a kind of reflective thinking, which includes both rational questioning of existing assertions and objective evaluation of one's own judgment, and making necessary adjustments. Translation is the process of processing and transforming information in different languages, and is also destined to be closely related to thinking. The teaching of translation as a language skill emphasizes the ability to use language and various knowledge reserves in an integrated manner, the formation of critical thinking habits and the development of logical thinking. An important part of the rationale for "thinking" in translation comes from the students' knowledge of different cultures. From the beginning to the end of a translation task, each stage is intertwined and finally returns to the origin, forming a closed loop. What fills this closed loop is not only the intertwined cultures of the two languages, but also the discursive skills that the students have developed in order to be authentic. In the process of translation teaching, no matter what kind of translation materials are used, as long as they are thoughtfully and carefully designed, "thinking about thinking" is consciously added to provide conditions for the development of learners' critical

thinking skills. We focus on cultivating students' cross-cultural awareness, making them understand and respect the cultural differences between countries, and understand the historical and cultural deposits of each country. At the same time, the cultivation of discernment ability is incorporated into the translation teaching objectives, and students' ability of cultural interpretation, analytical reasoning and correct evaluation is strengthened through special exercises. Students will be encouraged to open their minds to perceive, appreciate and explore the charming and challenging field of translation with an eager and humble desire for knowledge, and strive to become a person with cultural confidence, excellent appreciation and a sense of mission, so that they can eventually become a translator of art and culture with good discernment skills.

Enhancing the Expansion of Learners' Cultural Horizons

Art translation teaching should go out of its own limitation and form a system with a series of disciplines and extensive professional knowledge, instead of wandering in its own small circle. As a cultural symbol, culture has a relatively fixed and unique cultural meaning, and some of them also carry rich meanings and far-reaching associations, and people will immediately understand each other as soon as they mention them, and it is easy to reach the communication of ideas. However, due to the differences of different regions, nationalities, politics, religions and customs, it is difficult for members of non-cultural groups to associate a specific symbolic meaning when they hear or see a certain object. Therefore, the regional, specific and dualistic characteristics of cultural imagery impose high requirements on translators, who should not only translate the text, i.e., the object, but also convey its spirit, i.e., the moral meaning, or else the cultural imagery will easily be missing or lost, resulting in the audience of the target language not understanding and appreciating the beauty of the original cultural imagery, or even misunderstanding. Due to the differences in cultural backgrounds, different nationalities may give different cultural connotations to the same objects. Translation requires a thorough understanding of the original text and finding an authentic translation, which requires the translator to consult a large number of Chinese and English materials, which invariably improves the students' reading and expression skills and language sensitivity. What has a rich cultural connotation for one nationality may have no cultural significance for another. The study of translation theory from a cross-cultural perspective illustrates the common methods of English-Chinese vocabulary, syntax and chapter translation, innovates the traditional teaching mode, "extends" the classroom teaching scene, and really enables students to communicate and exchange with the knowledge of English translation theory learned out of the classroom, which can truly improve students' It can truly improve students' comprehensive English literacy, become a knowledgeable and open-minded person, and promote their English translation ability.

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