Application Study on Intercultural Communication Theory in the Translation Teaching of Senior Japanese Majors

Xi Chen

School of Japan culture and Economics, Xi’an International Studies University, Xi’an, Shaanxi, 710128, China

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Abstract: Senior students majoring in Japanese translation in universities should study the theory of cross-cultural communication deeply in translation teaching. With the help of the advanced theory, it nurtures the learning, learns the correct Japanese translation method of cross-cultural communication under the guidance of teachers, and develops beneficial Japanese learning and communication ability. Firstly, the paper explores the basic connotation of cross-cultural communication theory, and proves the theoretical value through in-depth study on the teaching practice of senior majors in scientific Japanese.

Introduction

There is a problem in Japanese translation major in universities, i.e., how to improve students' ability of intercultural communication. Having good intercultural communication skills can improve students' spoken Japanese quickly, and create more opportunities to learn Japanese culture, thus mastering more knowledge about Japanese under the influence of the culture and then apply what they learn. The so-called cross-cultural communication theory shows cultural and historical differences between China and Japan. Students majoring in Japanese translation should learn to master the theory of cross-cultural communication, which can help students learn to grasp the content of Japanese translation from the perspective of Japanese or Japanese culture and solve all translation problems. Moreover, under the theory of cross-cultural communication, translation teaching for senior majors in Japanese needs to find a correct orientation to help students understand the theory better, and it gives full play to its translation ability in Japanese translation teaching, adapts to the different cultural environment quickly, and improves the core comprehensive quality of Japanese.

Comparative Analysis of Semantic Transmission in the Theory of Cross-Cultural Communication

In the senior grade of Japanese translation in universities, the teaching content should be more applied to the theory of cross-cultural communication, highlighting the importance of semantic transmission contrast. The semantic comparison transmission discussed here is mainly embodied on the basis of semantics, mainly for the semantics of intercultural communication itself uses semantics as the most basic research background. In other words, it analyses the expression and meaning of different languages deeply, pays attention to the grasp of cultural differences, and shows a strong theory and systematization. In this process, we should think more from the perspective of society and culture, and consider the appropriateness reflected in cross-cultural language, promoting the process of cross-cultural communication. The following three points are discussed based on the theory of cross-cultural communication.

Attention on the differences and contrast of language habits. Senior students majoring in Japanese translation have acquired certain Japanese language habits. So they will be more comfortable in learning theories of cross-cultural communication and have a deeper understanding of coupling phenomena under different national cultures. In the teaching, teachers also explain different allusions
and historical contents to students. For instance, there are such ancient words as gossip, transmigration, Yin and Yang and dragon in Chinese, all of which are unique cultural contents in Chinese, and it may be difficult to translate Japanese. In modern Chinese there is an idiom like spending money like dirt, but in Japanese it is expressed as "お湯を飲んでもたいない", which refers to be like drinking hot water; The Chinese word landlubber describes a person who cannot swim, which is shown as hammer in Japanese. In Japanese, dog refers to a friend of human beings. It is considerate and humane, catering to the Japanese psychological characteristics of heart to heart. In Japanese mythology, there are also gods like the dog. However, in Chinese, there are more negative images of "dog", representing a small person, a snob, or a weak person. These differences in language habits make translation teaching rich and interesting. Teachers should combine cross-cultural theories to teach these special ways of thinking, living and working to students to highlight the profound culture and connotation.

**Attention on the difference and contrast of vocabulary association.** Word association is very common in both Chinese and Japanese. It is very important to use association to comprehend the incidental meaning beyond the word itself, for Chinese and Japanese think in very different ways, sometimes a single word can indulge them in a train of thoughts. For instance, different colors represent different meanings in the language and culture of the two countries, which is related to the cultural environment and even the history of the two countries. In China, pink represents peach blossom color, which symbolizes the female, also has ambiguous, pornographic connotation. In Japanese, it draw lessons from the peach blossom color from Chinese, which is called "ももいろ" (or foreign word ピンク) Since the Asian culture on the connotation of the performance is close, "ももいろ" can also refer to the improper relationship between men and women, which is very ambiguous color language expression. White is the color of purity in Chinese, but white is also widely used in funerals, including mourning clothes, white flowers etc. In Japan, black is the main color for funerals, while white is used in weddings, which symbolizes the love of Spring Festival, such as white. There are also some sayings like white without dirt, which symbolizes the bride's immaculate white, and faith after marriage as a piece of white paper, meaning that all bad habits are erased before marriage. Although China also follows the western tradition of using white wedding dress in the wedding, the Chinese traditional wedding bride should wear more in line with the Chinese cultural tradition of red, on behalf of joy and happiness. In fact, the color culture of our country mostly comes from the tradition, for example golden yellow symbolizes the royal power and so on. These language expressions about color make the language itself more vivid, intimate and rich. Through this color discussion, we also hope to highlight the infinite association of vocabulary in the language environment in Japanese teaching.

**Attention on the difference and contrast of the language environment.** Another point is to focus on the differentiated connotation of the language environment, and make a comparative analysis. Chinese and Japanese are quite different in the expression of the language environment, and the depth and breadth of meaning they place and carry respectively are also different. For example, the register of family kinship in Chinese is richer and more extensive than that in Japanese, because Chinese people pay special attention to kinship, and their family genealogy is more complicated and detailed than that of Japanese families. In Chinese, there are younger uncle, elder uncle, such as the father of the relatives of the classification, but in Japanese, the unified expression is "おじさん". similarly, unified expression of aunt in Japanese is "おばさん". Therefore, it is difficult to show relatively meticulous kinship and consanguinity in Japanese. The same is true of other words in Japanese, like "足", which can refer to foot or leg, but in Chinese it is more detailed. This also shows that the two languages have great differences in the performance of language environment.

**Analysis on the application of the theory of intercultural communication in the senior teaching of scientific Japanese translation major**
The content of translation teaching in the Japanese translation major of science and technology in universities is high in technology, and in order to ensure the understanding between China and Japan in the process of translation, it is necessary to combine the concept of cross-cultural communication to carry out the teaching process and emphasize the effectiveness of the teaching process. Based on the practical teaching cases, this paper discusses the application process of advanced teaching in science and technology Japanese translation major under the background of theory of cross-cultural communication.

**Practical application of idiomatic collocation teaching.** M管理図を辞めたいということですが、現時点では生産の履歴と不良内容が別々になっているものしかないので辞めることを認められません。

Japanese has the same idiomatic collocations as Chinese. In the theory of cross-cultural communication, teachers should ensure that students learn these idiomatic collocation well, use idiomatic collocation structure flexibly in relatively fixed voice and context, and reflect some specific cultural significance. There are many idiomatic collocation in Japanese, they are just like the first and last echoes in Chinese, only with appropriate collocation, its meaning expression will be more complete. For instance:

M管理図を辞めたいということですが、現時点では生産の履歴と不良内容が別々になっているものしかないので辞めることを認められません。

We do not agree that we will not enter M management chart as there are only separate records of production history and bad content.

In this sentence, it is necessary to understand the collocation ofしか、ない in the context of cross-cultural communication. They are expressed as an idiomatic collocation, that is, "only", which means the only situation.しかないとvery important in the sentence, which represents only a corresponding Chinese situation. In senior translation teaching, teachers should cultivate students' ability to see the key idiomatic forms at a glance and then construct the translation structure of the whole sentence, and then solve the translation problems quickly. In fact, senior students already have a certain accumulation of mastery of idiomatic forms. Therefore, when they encounter some idiomatic collocation that they do not know how to use, they will write it down, and then think and solve the problem by combining the cross-linguistic communicative context and relevant theories, so as to better solve some translation problems.

**Practice application of long sentence teaching.** The practical teaching process of long sentence translation should be carried out as a key and difficult point in teaching, for the vocabulary in a long sentence is large and the amount of information is also huge, and the sentence structure is complex and changeable relatively. Therefore, when teaching, teachers should not only help students to understand the meaning of the translation, but grasp the cross-cultural communication theory, so as to better penetrate the teaching content, so that students can really master the Japanese long sentence translation ability.

温度による粘度変化が少ないこと。プラスチックの温度上昇とともに粘度は下がるが、材料の種類によって、あまり変化のないもの、あるいは中間のものと色々あるが、パージには粘度は高めがよい。

Here, taking the long sentence translation with parallel structure as an example, Some students think the parallel structure is very simple, as long as the subject-verb relationship is clear, modifier, logical relationship can be in place, not only easy to translate and easy to understand. However, in fact, there are not many components in parallel structured sentences, and there are complex logic characteristics. To be specific, there are three cases of juxtaposition of words, phrases and sentences in juxtaposition structure. Teachers should help students to find the parallel structure, understand the meaning of cross-cultural semantic transmission, and then make a reasonable translation. Take the following sentence as an example:
The meaning is that during the melting of plastic, the temperature rises and the annual temperature drops. Depending on the type of material, some of the annual declines are more pronounced, some are less pronounced, or some are in the middle. For cleaning, high viscosity plastic material is better.

There is a relatively simple parallel structure in this translation, but there are also translation errors. Some students translate it as something in between will change, rather than as something in between will stay the same. Therefore, this translation fails to understand the meaning of middle in cross-cultural communication, which represents a state of balance rather than an intermediate process. In Chinese, it doesn't usually mean you're in the middle, which is kind of weird, but it means you're in the middle. However, the middle state is used in Japanese to indicate that the upper and lower balance is neither high nor low, which requires students to pay attention to in the process of translation[7].

Application of context combined with the practical teaching. 2月26日木村殿にて曲げシリンダーのスピードを遅くした場合と速くした場合でめっき剥がれが発生するかトライ。

It is very important to combine context. In the cross-cultural communication, context change is emphasized and the connotation of cultural change is deduced. In the process of translating context, teachers need to combine students' learning context state and learning ability to translate context, and even the changes and translations of unified vocabulary in different contexts are diversified. For instance,

2月26日木村殿にて曲げシリンダーのスピードを遅くした場合と速くした場合でめっき剥がれが発生するかトライ。

It means that at Kkimura on Feb. 26, people tried to slow down or speed up the cylinders to see if the gold-plating would happen.

In this sentence, the cylinder noun vocabulary is used, which is generally applied to the stage of setting up a class in the field. It mainly refers to the speed of cylinder control. If in other contexts, it might also be translated as a cylinder, which is a common word in shaping classes and represents different meanings. Therefore, in the field of science and technology production and industry, the changes of different vocabularies in different contexts are also very great under the background of theory of cross-cultural communication. Teachers should impart this knowledge to students in the process of translation teaching, and make sure that when translating, they should first make clear the concept, make less modification, use the form of standardized translation reasonably, and memorize a large number of professional terms and foreign words, so as to learn scientific and technological Japanese translation knowledge and improve their translation ability.

Summary

In the theory of cross-cultural communication, senior Japanese translation teaching in universities must use different grammar, vocabulary and sentence patterns in different contexts, cultures and states, adapt the translation process to time, place and cultural conditions, and improve the translation level and environment. The paper discusses the relevant knowledge content of professional Japanese translation in colleges and universities in cross-cultural communication environment briefly, hoping to take this opportunity to expand students' translation thinking and adapt to different cultural environments.

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Reference


