

for Ocean Awareness in the South China Sea” (NO. jd21-19).

* * * * *

A STUDY ON THE MAPPING OF INTERPRETATION ERRORS TO COGNITIVE IMPAIRMENT BASED ON TRANSLATION ADAPTIVE SELECTION THEORY

Xueheng Zhou¹, Jinhua Qi¹, Yucui Zhang¹ & Xiaoming Deng²

¹*School of Foreign Languages, Yancheng Institute of Technology, Yancheng 224051, China*

²*College of International Cooperative Education, Harbin Engineering University, Harbin 150001, China*

Background: Translation adaptation and selection theory holds that the translator is the subject with subjective initiative in translation behavior. The translation behavior with the translator as the subject is mainly divided into two parts. The first part is the constraints of the source language environment on the translator, which requires the translator to have the professional ability to “survive” in the source language context. The second part is the constraints of the target language environment on the translator. This part requires the translator to quickly select the target language that can fully express the semantics of the source language. These two parts can be simply understood as the cognitive ability of the source language and the ability to transform semantics into the target language. The more the context of the source language is biased towards a professional field, the more obvious the constraints on the translator in the translation process. The translator is qualified only if he “survives” in both parts. This repeated process of adaptation, selection and circulation is the process of translation adaptation and selection. In this process, whether it is the first part or the second part, the translator may produce speech errors, which are difficult to detect for people in the target language context. This kind of mistakes that are difficult to detect by the third party will often lead to the cognitive impairment of the listener and then the deviation from the speech. In the translator’s interpretation work, the types of speech errors may be diverse, including grammatical errors, lack of fluency of the target language, lack of faithfulness of the target language, or lexical errors. Different types of errors will lead to different degrees of cognitive impairment. Shallow cognitive errors can be detected and corrected by the listener’s understanding ability. This kind of cognitive errors can often be expressed through the disobedience in the dialogue, but deeper cognitive errors are difficult for the listener to detect and need to be discussed and analyzed by professionals.

Objective: Different types of interpreting errors in translation may lead to different degrees of cognitive impairment. This study classifies the types of oral errors, analyzes the impact of various types of errors on cognitive impairment, and then puts forward coping strategies for different situations.

Subjects and methods: This study explores the mapping impact of interpretation errors on cognitive impairment through two methods: Test and questionnaire. The test is mainly used to detect the frequency of different types of errors, while the questionnaire is mainly used to investigate the impact of errors on cognitive impairment.

Study design: In this study, two translation tests, Chinese-English translation and English-Chinese translation, were prepared. The eight translators who participated in the test were trained in relevant majors for a total of 20 minutes. In the part of questionnaire survey, this study will make a questionnaire according to the test content, and provide relevant recordings to the survey participants to investigate the impact of different types of speech errors on listeners’ cognitive impairment through examples. In this experiment, a total of 50 questionnaires were distributed and 47 were recovered, of which 2 were invalid and 45 were valid.

Methods: Based on the standardized analysis of test recordings, this study also uses Excel software to analyze the impact of different types of speech errors.

Results: The influence degree of different speech error types on cognitive impairment is shown in Figure 1.

In Figure 1, the types of speech errors that have the greatest impact on cognitive impairment are grammatical errors and lack of faithfulness of the target language, followed by lack of fluency of the target language, and the impact at the lexical level is the least.

Conclusions: The translator’s mistakes in the process of translation will have varying degrees of impact on the listener’s cognitive impairment. Different strategies can be adopted to avoid four types of errors: grammatical errors, lack of faithfulness, lack of fluency and vocabulary problems. In the process of translation, translators should avoid copying mechanically, forcibly use words inconsistent with the context, eliminate intralingual interference, enhance their mastery of grammatical rules and enhance their professional quality. In the process of listening and translation, we should take the listener’s acceptance and the accuracy of the target language as the two most important standards in the process of translation. We

should overcome psychological factors and grasp the overall logic of dialogue, rather than entangle in dispensable details.

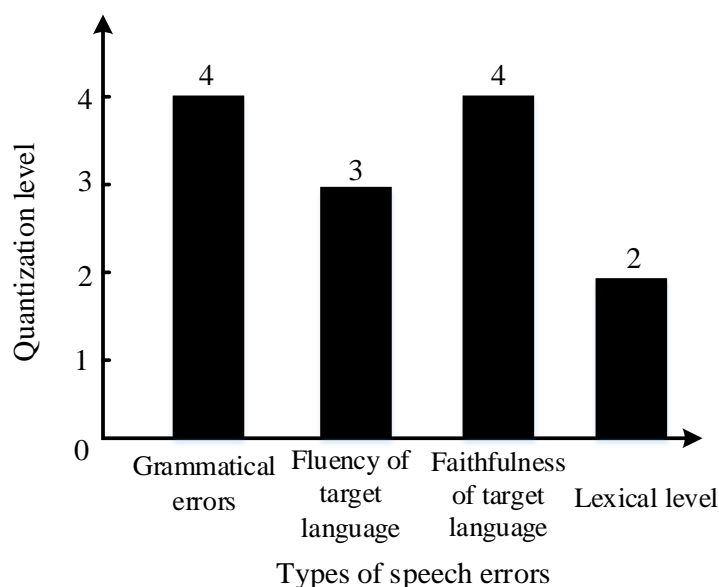


Figure 1. The influence of speech errors in interpretation on cognitive impairment

Acknowledgements: This research has been financed by the Research Project of Higher Education Reform in Jiangsu Province titled the Training System of application-oriented English Majors in Local Universities from the Perspective of New Liberal Arts Construction (No. 2021JSJG685) and the Research Project of Philosophy and Social Sciences in Jiangsu Province titled On the Explicitness of Translated English from the Perspective of Systemic Functional Linguistics (No. 2021SJA1928).

* * * * *

THINKING OBSTACLES AND PHILOSOPHICAL REFLECTION IN THE TEACHING PRACTICE OF MARXIST THEORY

Yue He

College of Marxism, Guangzhou College of Commerce, Guangzhou 511363, China

Background: In the process of social and economic development, the demand for talents is also increasing. Colleges and universities, as the main training base of talents, bear important responsibilities. University is not only one of the most important stages of students, but also an important turning point in students' life. At this stage, students begin to get in touch with external thoughts, and are about to enter the society. They have a preliminary understanding of the society. Therefore, students' mentality and cognition are changing rapidly. If they are not guided, it is easy for students to have incorrect and unhealthy ideas, such as worship money, extravagance, worship foreign countries and so on. Marxist theory includes scientific socialism, Chinese Communist Party History, ideological and political education, Marxist theory and other contents. It is an important course to guide students to establish a correct outlook on life, values and world outlook. In addition, Marxist theory course is also the main way to alleviate students' anxiety and improve students' mental health level. Therefore, Marxist theory course is an important part of the teaching system in colleges and universities, and the teaching effect of Marxist theory has also attracted the attention of people from all walks of life.

The course of Marxist theory can cultivate talents with certain Marxist theoretical literacy and knowledge of scientific socialism and international communist movement for the society. Therefore, the teaching of Marxist theory is very important. However, there are still some thinking obstacles in the teaching of Marxist theory in colleges and universities, such as the low intention of strategic thinking and the inability to achieve the teaching goal of Marxist theory. The insufficient application of dialectical thinking makes the teaching effect of Marxist theory unable to meet the expectation. The lack of innovative thinking in teaching affects the realization of the educational value of Marxist theory. Therefore, thinking obstacles and philosophical reflection on the teaching practice of Marxist theory in colleges and universities