Research on the Design of Teaching Activities Based on the Analysis of Relevant Translated Works

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Abstract

The so-called learning activity is a series of teaching and learning activities in a specific environment. It includes both teaching and learning. Using a study plan to summarize can better reflect an attitude toward students' study plans. There are seven main perspectives on discussing teaching and learning activities in relevant translated works. They are the Angle of teaching content, the Angle of learning or cognitive psychological process, the Angle of teaching principle, the Angle of teaching mode, the Angle of teacher-student relationship, the Angle of stage or process and the Angle of discipline. In the past 20 years, the curriculum and teaching reform of primary education in China has taken teacher-student as the starting point, but its practical effect in curriculum implementation is worth rethinking. At the same time, based on the study of translated works, the author analyzes the exploratory learning activities under the situation of concise problems.

Keywords

Learning Activities; Translation Analysis; Teaching and Learning Activities; Multi-Dimensional Perspective; Problem Situation.

1. Introduction

The so-called "learning activity" is a series of teaching and learning activities in a specific environment. It includes both teaching and learning. According to what I have seen with my own eyes, there are eight aspects to discussing teaching and learning in the translated works. The different angles intersect and overlap, but all highlight some aspect of learning. Understanding these eight different research perspectives and their basic ideas is of great guiding significance for better grasping and understanding language teaching. "Inquiry" and "problem situation" are closely related. Exploratory learning in problem scenarios has been practiced abroad for many years. All translation is an interpretations. We might even say that translation is always a process of interpretation, a process of the translator's interpretation of the words first given to him. Translators must describe the character traits of the characters reflected in the writer's works as accurately as possible, without any deletion, addition or subtraction. The research on this question in our country has been generally answered in Gadamer's interpretation. However, it cannot be ignored that the current method of interpreting the subject of translation is still relatively general and limited to the ontological level of text interpretation and perspective integration in translation. It has not given enough attention and consideration to the methods and means of perspective integration. Theoretically, "translation" includes two levels: "translation" on the conceptual level and the translation practice in the sense of translation products and reality. All understanding and interpretation activities originate from practice. While we do not deny the meaning of translation at the conceptual level, we should also realize that translation is a practical activity with practical dimensions and not limited to this practical activity. The object itself is the result of translation, for only those creative activities that create objects of sense and objects of thought are objective. Translation practice is an objective activity, a dynamic tension between subject and object.

Without this relationship, textual meaning cannot obtain its realistic meaning. In essence, translation is the transformation, deformation and re-creation of one culture and ideology to another culture and ideology. Discourse is an important part of translation activities. Any literary work has a certain social and historical color, jointly determined by the specific historical, cultural, social, political, system, class and other factors. Historical knowledge of texts and writers does not mean that historical knowledge of translated texts is negated. That is to say, translation cannot be discarded before entering the text and revealing the meaning. To understand a tradition, a historical perspective is necessary. But we cannot do this by situating ourselves in a particular historical context. On the contrary, we need a perspective to place ourselves in a specific historical situation. Without the support of history, translation loses its subjectivity. Therefore, discourse is not a self-sufficient existence that can show its own meaning in translation. People's understanding of discourse is a kind of reconstruction under certain situational conditions. Foresight is a judgment made before the final test of things. In essence, foresight is a kind of prediction based on semantic planning, which determines the understanding of semantics. In essence, foresight is a kind of prejudgment based on the planning of meaning and guides the direction of meaning understanding. What it embodies is the historical existence of human beings as the subject of practice and its constitutive conditions, which have the original and ontological deep social-historical nature. The history of our existence includes what are literally called "biases," which determine the strength of our overall experience and our tendency to open to the world. Social relations and cultural traditions occupy the subject of translation practice in a specific historical and cultural background. Gadamer's "foresight" provides him with consciousness guidance, expression tools and a cultural reference system for his interpretation of specific textual meanings. , no matter whether his "previous views" are legal or not. Preferences play a far greater role in our existence than judgments. This is a difficult question to answer. Through such discussion, a positive concept of bias is re-established. "Foresight" is a specific perspective on semantic understanding of texts. The "forward-looking vision" of translation limits the scope of the translation subject's understanding of a specific text and its life situation, and it also includes the exploration of hidden potential possibilities. The Western social science classics and other things selected by Yan Fu have certain epochal characteristics. With the changes of the times, it has always been in a dynamic, open and unfinished state. That is, there has been a transformation of "spatial perspective." In this constant interpretation of "righteousness," Yan Fu's "precognitive vision" is integrated. And understanding is the process of combining this misunderstood as independent visions. When performing cross-cultural translation, the translator's attitude, values, and even some mainstream values will impact the translator's choice. The functions of many of the above factors stem from people's various requirements under specific social and historical backgrounds and are closely related to the time's main theme and historical context. Therefore, as a time and space feature with profound social history, it needs to be "human" to pay attention to its history, culture and practical needs and reconstruct its "human" vision of existence. The translator must review and reconstruct the creation of the source language in their vision and incorporate various external factors related to translation into their reasonable vision. The translator's historical and cultural background, ideology, psychological structure, life customs, etc., will continue to form an intertextual relationship when interpreting the original text. Therefore, the process of interpretation and translation becomes continuously transforming and dynamic. , The process of two-way dialogue. The above factors enable translation to be recontextualized in the target language and the target language. The semantics are reconstructed. The construction of discourse is based on the superposition of the individual's original perspective and the various past perspectives contained in the object content, thereby obtaining a new and shared perspective. This norm is both a constraint and an incentive for translators. Although Yan Fu is a historical translator and

cannot transcend various conventional standards under the prescient vision, his translation activities are essentially a "Rebellion" that the French sociologist Robert Escarpi calls "rebellion." Of course, there is no doubt that Yan Fu also had some wrong interpretations and translations. However, Yan Fu's misreading and mistranslation of the Book of Songs was more of a harmless sacrifice for "novelty." At the same time, with the help of the integration of horizons constructed by the relationship between interpretation and criticism, the world of meaning in Yan Fu's translation also opens up a new world of meaning for the original works. The West itself has been involved in the world expounded by Yan Fu, so the West cannot use it based on its own experience. It is possible to avoid Yan Fu's views.

The information society puts forward five requirements for translators, among which there are requirements for post-translation editing. What is the function of the post-translation clip? "Post-translation editing ability refers to the use of the original language and the target language, the mastery of subject knowledge, the mastery of knowledge, the use of tools, and the ability to communicate across cultures." Therefore, post-translation editing work is a comprehensive professional skill that overlaps with general professional skills but also has differences. In particular, the comprehensive post-translation process requires the translator's understanding of the source language and the ability to identify and correct errors in the machine translation process. This requires translators to have strong language expression, thinking, tool use, and strategic thinking ability. Scholars at home and abroad have different focuses on the quality of translators. International research focuses on the process of understanding the translation, the quality evaluation of the translation, and the training of the translation. Although many scholars have theoretically discussed the connotation of translation skills and the training of translation talents, there is still a lack of empirical analysis of translation skills training and training methods, and more attention is needed. This paper briefly introduces some mature teaching modes or teaching methods abroad for reference based on the investigation and analysis of relevant translation works.

2. Analyze the teaching process of translation from multiple perspectives

2.1. Analysis from the perspective of tasks and objectives

Methodology refers to scientific, logical thinking, a planned, systematic, and consistent treatment. Method refers to how people achieve the ends they set. Goal orientation or goal achievement is a basic approach. Bloom's classification theory of teaching purpose makes the most rigorous investigation of teaching behavior from the point of view of purpose. Its main contents include the following two aspects: First, different goals, different learning activities, different course textbooks, and different roles of teachers and students [1]. Second, no matter how different the topic and theme, the same educational object will have similar educational objects and need similar educational methods. People commonly understand conceptual knowledge. Program knowledge that is often used. In the goal view, two main aspects of learning are clearly emphasized: (1) the intention and direction of learning. The goal is not to learn behavior. The goal is often hidden in learning behavior. You know, in this behavior, you want him to learn what? The answer to this question is the purpose of research. (2) The combination of teaching content and teaching purpose. Anderson and other scholars have repeatedly pointed out that Bloom's Taxonomy of Educational Goals always insists on the unity of curriculum, teaching and evaluation. By grading the educational purpose, regardless of whether each course content is placed in its proper place or not. At the same time, the teacher understands the relationship between the planned educational activities and the expected educational purposes and makes corresponding adjustments. In primary and secondary school teaching practice, determining the purpose or orientation of teaching and learning activities to be consistent with the objectives and tasks is still a big problem.

In many foreign translation works, many places mention the existence of many problems in instructional design and repeatedly affirm the difference between activity and purpose, which needs to be clear in the instructional design. They also strongly recommend that teachers establish their own learning goals early on. In the course of education, the teacher should explain the goal and simultaneously describe the assessment task to students so that the goal becomes more accurate and specific to ensure that students can understand the goal and its meaning. Students can better grasp the core by understanding the task and content. However, in the education process, the task and purpose of education cannot be distinguished, which negatively affects students [2]. If the focus is on the classroom, students may be more interested in doing the activity than learning from it. The meanings based, grounded and starting point used in the context refer to taking the learning task as the goal, problem-based learning, project-based learning, etc. Task orientation also refers to the direction of the goal, so they also attach importance to the consistency between the learning activity and the target task.

2.2. Analysis from the perspective of course content

The structure of the behavior involved in the methodology is determined by the purpose to be achieved. This object-constrained approach is often referred to as content determination. These things have a purpose. Therefore, the goal or task vision must contain the curriculum content vision and the knowledge category vision. For example, Bloom's educational purpose theory states that one should use various methods to impart knowledge [3]. Comparatively speaking, educational design theory pays special attention to the matching between teachers' teaching behavior and students' learning behavior. In this regard, Stephen Yellen's book "Goal-based Instructional Design: A Guide to Writing Lesson Plans" has its representative translation work. After introducing the general teaching plans designed for this teaching, the book describes the teaching plans for teaching skills, facts, concepts, and principles in separate chapters. Why distinguish between different types of knowledge? There are many kinds of knowledge, each allowing us to function in a particular way. For each category of knowledge, there are corresponding evaluation methods. For different knowledge points different knowledge points have different teaching effects.

Regarding the study of curriculum content, M. David Merrill's book "First Principles of Teaching" has achieved fruitful results. Jerome van Merienberl commented that content, as the core, changed the traditional educational design. He said that what to learn is no longer a very elusive learning goal but to be clear first. Students have to learn certain tasks in class. Merrill believes that while learning opportunities and environments are very different today than they were a decade or two ago, each learner's learning foundation has not changed. Some basic teaching strategies largely depend on the type of teaching content rather than the way students learn or the way they learn. For students to obtain good results, high efficiency and high participation, they must have corresponding teaching strategies [4]. What worked in the past will work in the future. Merrill is the originator of secondary educational design, and his First Principles of Teaching is a collection of thoughtful and creative works. Merrill believes classroom interaction is the interpersonal interaction between teachers and students rather than the traditional one. This exposes another meaning originally hidden in the understanding that the teaching method should be compatible with the teaching content: teaching interaction is not only the interpersonal interaction in teaching but also the teaching interaction of students around the teaching content, around the teaching content and for the teaching content.

Merrill's definition of educational communication explains the concept's essence, value and significance. So, Merrill revised academic terms for teaching and learning behavior. Through this analysis, we further understand the interaction in the classroom environment. Student-student interaction is not just interpersonal interaction between students but a peer interaction around the teaching content, around the teaching content for the teaching content [5].

Regarding peer interaction, Merrill distinguishes the two types of educational activities from the two student interaction modes and clearly defines the peer sharing mode. In educational activities, students communicate with each other about a specific curriculum. Peer evaluation is the evaluation of students' problem-solving behavior and its targeted improvement. Communication between classmates requires students to think carefully about the answers to their questions to determine their rationality and feasibility. Peer collaboration is a form of interaction where students work together to solve problems. The interaction mode of two educational events and two learners makes the original chaotic interaction between students and students become the design of learning activities.

2.3. Analysis from the perspective of the mental process of learning or cognition

This is the perspective of educational psychologists or cognitive psychologists, and there are two representative academic achievements: one is Ghani, who is known as the originator of the early instructional design, and his "Learning Conditions" and "Principles of Instructional Design." One is Richard E. Meiyu, who has persistently applied cognitive theory to teaching in books such as Educational Psychology - Cognitive Orientation and the Science of Applied Learning. Learning is a phenomenon produced in the learner's brain, which is the starting point of learning psychology and cognition psychology and the final standard to evaluate the learning effect. Gagne believes that learning is internal and teaching is external. Typically, education consists of activities designed to support intrinsic learning. The internal connection between external and internal educational activities is highlighted by the distinction between educational and learning activities [6]. By teaching, we mean all the forms that can control the cognitive activity in the student's brain. After all, education is for learning. But there is no natural connection between teaching and learning. Therefore, different educational phenomena should be related to students' inner behavior. We can think of education as a series of carefully organized external activities to support inner learning. Ghani identifies nine elements that a class should have to be logical: 1) attract attention. 2) Tell them the purpose of their study. 3) Encourage students to review existing knowledge related to the assignment. 4) Provide a motivating substance. 5) Guide students and stimulate their expectations. (6) Propose tasks. 7) Give feedback on the correctness of the task. 8) Evaluate your work. 9) Promote knowledge retention and transfer. These nine teaching events are like a catalog of types of teaching activities, which closely link the external lesson plan with the internal lesson plan. Suppose Gagne's focus was on how to teach better. What Mei Yu cares about, however, is how to make students learn better.

Like Gagne, Meiyu also makes a clear distinction between students' inner and external teaching behavior: learning is a long-term change in students' inner. Learning results from the learner's experience of the situation. In the classroom, we consciously create an experiential learning atmosphere, thus strengthening experiential learning. Mei Yu believes that the realization of this goal should be based on three basic principles: 1) the principle of two channels. People have their ways of dealing with both language and image material. 2) Limited capacity principle. The key is that each pipe processes a small amount of material simultaneously. Working memory can simultaneously hold and process only a small fraction of the selected words and images. 3) Basic theory of active processing. In teaching, students' original knowledge is at the center, and students' learning motivation is the premise of their meaningful learning. Meiyu is divided into three categories: 1) inefficiency In the teaching process due to improper teaching methods or improper strategies, and not directly related to the purpose of teaching. 2) Mechanical research. Basic cognitive processing includes choices, basic knowledge, etc. 3) Meaningful knowledge. Generate cognitive processing, organize the material presented in learning and integrate it with the original knowledge to achieve deep understanding. Learners

achieve meaningful learning through appropriate cognitive processing. On this basis, Mei Yu summed up 12 teaching design principles of effective learning and gave relevant teaching countermeasures of meaningful learning. In general, there are three main points:

(1) Inhibition of irrelevant cognitive processes. For example, delete irrelevant information, highlight key information, display ICONS next to corresponding text explanations, display voice explanations and screens simultaneously, and inform the types of test questions in advance. (2) Regulate basic cognitive processes. For example, the content of the course is divided and displayed, the student's learning is prepared in advance, and the channels are adjusted. (3) It helps to form new cognitive processes. The concrete performance encourages students to check and verify, explain themselves and ask questions. Students are encouraged to outline the teaching content, summarize or elaborate on the learning content, etc.

From the perspective of learning or cognition, two basic issues are emphasized: (1) the nature of teaching and learning and their respective responsibilities. Learning must and must have a positive, creative ability. Giordan once said that the student is not only a participant but also the creator of his knowledge, and no one can replace his knowledge. Teaching should and should be designed to support and enhance learning. So, only learning can play a role in teaching. Without the importance and consideration of learning, all kinds of attempts at teaching will be futile. (2) All kinds of teaching phenomena must have a clear connection with students' internal cognitive behavior, which is the fundamental criterion for judging whether the teaching is effective and the theoretical basis for selecting and applying different teaching modes and methods.

2.4.   Analysis from the perspective of educational principles

This is also an Angle often used by scholars studying instructional theory and design. Stephen Yellen believes that a teacher should not only understand the course's design and process but also the course's principles and process. In her famous book The Principles of Teaching, Yellen Outlines the following ten effective educational principles: 1) Inspire and help students relate what they are learning to their past, present, and future experiences. 2) According to the level of knowledge and skills mastered by the students, carefully teach so that the students are fully prepared for the next course. 3) Make students understand what they have learned so that they can concentrate on what they have learned. 4) Select and sort out the essence content. 5) Help students use various auxiliary tools to improve their efficiency and efficiency. 6) Constantly changing teaching incentives to keep students engaged. 7) Presentation. 8) Exercise actively and appropriately. 9) The state and consequence of pleasure. 10) Make the teaching objectives, tests, exercises and content match the teacher's comments. The Principles of Teaching gives a detailed explanation of the above principles and gives various teaching methods and examples of their application in various types.

Robert Marzano's views on the dimensions of learning and the holistic structure of effective teaching reflect this perspective to a large extent. For example, in the framework of effective education theory, we will focus on the following problems: 1) How to stimulate students' enthusiasm in the teaching process, and 2) how to formulate or maintain the teaching system in the teaching process. 3) How to ensure the implementation of the system and process. 4) How the harmonious relationship between teachers and students is formed and maintained. 5) How to have high expectations for all students. 6) How the time of each course is arranged. The same applies to Yukai. M. Price and Kana. Nelson wrote, "Effective Instructional Design is Helping Every Student Succeed." The second chapter studies efficient classroom teaching methods, mainly composed of four chapters: the study of ordinary classroom teaching methods. The main teaching skills keep students focused. The main teaching skills express knowledge. The main method is to improve students' active learning ability. How to design and master important guiding skills in the practice teaching process. The main teaching skills are done as a

partner or group. Selective educational intervention for children with disabilities. The educational principle is the concrete application of the two concepts of learning and cognition and the absorption of the two concepts of learning and cognition. Its biggest advantage is that it can give corresponding guidance according to specific education and teaching problems to make it more feasible and operable.

2.5. Analysis from the perspective of a teaching model

This is also a common entry point in the study of educational theory. Joyce's Teaching Model is representative to some extent. This is the teaching paradigm are named after teaching models, their meanings are generally the same. We chose this name for two reasons:

(1) The meaning of the word pattern is much broader than specific strategies, methods, and techniques. It also advocates a teaching behavior that can produce various learning behaviors and a classroom organization structure that can produce various learning behaviors. (2) The educational model is a major means of communication for educational personnel. Joyce and Weil have classified English classroom teaching from the aspects of teaching purpose, teaching arrangement and teaching situation. The use of a special way of education can enable teachers to achieve special educational purposes. The curriculum is the whole content of a course. Teaching situation refers to teaching activities, which include the motivation and management of teaching activities.

The author believes that in this textbook, the six main teaching modes are teaching and explanation. There are two aspects to be noted: (1) When introducing various teaching modes, you will think each teaching mode can only have one correct application method. This is true to a certain extent. If teachers deviate too far from a particular way of teaching and the conditions required, they lose that particular way of teaching. (2) Secondly, in studying the above methods, the results sought by each method are based on the results obtained by other methods, so each method has its advantages and disadvantages. No model is completely superior. In this case, it is necessary to choose reasonable teaching methods according to the natural state of students in the classroom and the teacher's teaching objectives. Aranz had already hit the nail on the head. Some propagandists in China advocate a very good example of a method of war that can be served if conditions are available and cannot be served without conditions. So, when the structure and environment of a way need to be removed from its origin, the consequence is either to be sacrificed or to abandon teachers and students to force the use of the model. Should teachers and students make sacrifices to adhere to this way? The author thinks this is worth asking. For example, 2-3 people collaborative learning in a class of 55 people or even 100 people, how do you collaborate in a 45-minute class? This is a very real question that must be answered seriously.

2.6. Analysis from the perspective of teacher-student relationship

The teacher-student relationship raises a question about educational interactions, arguing that the first three models seem to be somewhat teacher-centered while the last three models are student-centered [7]. The most direct theoretical basis for viewing students' learning behavior from the Angle of interaction between teachers and students in Chinese primary education should be the Teaching Principle written by Masao Sato, a Japanese scholar. In the case of many specialized works on Japanese education theory, the book "Principles of Teaching" expounds on the basic issues of education theory in detail and tries to systematically review the application of various education methods.

(1) Heuristic teaching method. From the appearance, the prompt teaching method is characterized by the teacher's active participation and the student's passive participation. The teacher suggests letting the students receive the implied content and then demonstrate, display, and dictate. (2) Autonomous teaching methods. Solve problems on your own without the

guidance of a teacher. The second is to find the best solution after the topic is put forward. (3) Problem solving based classroom teaching method. It is a kind of education through the dialogue between teachers and students to think together, explore, solve problems, and acquire knowledge together. The main form is the communication and discussion among teachers. Prompt teaching is teacher-centered, and students always play a passive role. In contrast, the relatively autonomous classroom teaching puts the teacher in second place and puts the center of the class on the student. However, in the public solution between these two approaches, activities focus on teachers and students. Under the guidance and assistance of teachers, students actively participate in productive activities to acquire knowledge and perception. From the above quotations, the author intends to construct the educational theory, but he only constructs the educational method system with a taste of thinking and does not intend to apply it to practice. However, in China, there is a phenomenon based on rational thinking and constructed by rational thinking. Cui Yunrong's Effective Teaching represents it. The fifth chapter of the book is the main teaching behavior of the book. According to the role of the teacher in the classroom and the relationship between the teacher and classmates, the teaching behavior of the teacher is divided into presentation behavior, dialogue behavior and guidance behavior. These behaviors are consistent with the suggestive teaching method, the joint problem-solving teaching method and the autonomous teaching method of Masao Sato. And transform the teaching method with theoretical significance into the teaching behavior with application intention. From the perspective of teachers and students, ideological factors are more than practical factors, which may be difficult to apply to classroom teaching. For example, in the preparation for teaching in the chapter on Effective Teaching, the appropriate learning behavior is proposed. Perhaps it is because to maintain the coherence of language, instructional design is described as taking into account the elements of learning subject, activity content, activity task, activity flow, activity organization, activity outcome, activity duration, activity rules, activity tools, and teaching behaviors corresponding to activities. Teaching is the most important link in teaching. From the logic of chapters, Chapter 4 is teaching preparation, teaching design and teaching plan writing; Chapter 5 is the main teaching behavior, and the following chapters are auxiliary teaching behavior, classroom management behavior, and teaching evaluation. The teaching behavior seems to focus on the classroom practice stage rather than the teaching design stage, which needs to be carefully arranged. It's very confusing. According to the corresponding words with the teacher's teaching behavior, the learning activity is the student's learning behavior. However, the author believes that students' learning behavior does not belong to the scope of this book, and the time factor is very variable, so it is difficult to regulate it. This made them even more confused [8]. How can a learning approach be developed that devalues teachers' teaching while ignoring the way students learn? Isn't it in the way of learning to show? Does not the teacher's action also affect the student's action? So, where did the subject of the study go? These doubts do not mean the connection between teachers and students is meaningless. On the contrary, the author believes that it is very important for teachers to distinguish between teaching and learning. The interactive perspective between teachers and students has a unique value that other perspectives cannot replace. From my experience, this view may be more suitable for educational reflection in teacher training. In the process of Chinese teacher training, the author specially designed a design template for text teaching. The vertical part is the teaching link, and the horizontal part comprises three columns: teaching point, teaching activity and learning activity. It can be used to let the trained teachers try to design a teaching plan based on teaching activities and learning activities. It is used to reflect on the teacher's teaching examples, or it is used to study the lesson examples of text teaching, especially the excellent lesson examples of famous Chinese teachers in primary and secondary schools, based on learning activities, which is the commonality of all excellent lesson examples at home and abroad. There is no shortage of this type of classroom

in China's primary education today when many excellent Chinese teachers continue to emerge. It original intention should be to improve teaching quality, not just criticize teaching behavior. Without teaching, all actions are meaningless. However, designed learning activities lose their practical value when separated from teaching.

It should raise the question like this: "Why do teachers (including textbook writers, etc.) who agree with or even publicize 'good ideas' fail to implement them in practice?" According to the author's analysis, there must be some key points - mechanisms, principles, etc. that are not understood. Of course, it does not mean that front-line teachers do not understand, but that educational researchers, concept disseminators or promoters do not understand, at least they do not understand very well. In order to cater to certain advanced concepts, eager to catch up with new trends, and not knowing what to do, this may be the lesson that should be learned from the reform of Chinese language courses and teaching in the past 20 years. Many problems in Chinese courses and teaching are not suddenly discovered after doing it; on the contrary, in most cases, we know that problems will inevitably occur and problems will definitely occur before the things are implemented - because of what is advocated People and those who do know nothing about "what", "why", and "how". Needless to say, most of the ideas in basic education reform originated from abroad, mainly the United States. There are roughly two paths to understand the mechanism and reason in this way: one is to understand foreign educational theories and practices as they are.

2.7. Analysis from the perspective of phases or processes

If we want to study properly, we should look at the problem from the perspective of practice. The view of stages or processes is directed at two levels of learning activity:

2.7.1. Vertically arranged

A course should be organized according to its content. The layout of the course is determined by logic. Learning mental process logic plays a regulating role in content logic. The text teaching of Chinese is very complicated. The logic of text and reading and learning influence each other. If we want to add content about learning in other subjects, it will change from the logic of subject content and the logic of learning psychological processes to the logic of reading comprehension of new subject materials. The order of action between project-based learning and problem-centered learning depends on the nature of the problem itself. Taking the Illinois Mathematical Society as an example, the specific implementation process of the program is: 1) Start the presentation of the document, 2) put the students in the context of the problem, 3) Let the students know the relevant information needed for the project, 4) define the problem description, 5) Collect and share the data, 6) give the solution, 7) select an optimal solution, 8) give the solution, 9) think about it. Figure 1 shows the vertical flow of Teaching activities (the picture is quoted in an e-Learning Model for Teaching Mathematics on an Open-Source Learning Platform).
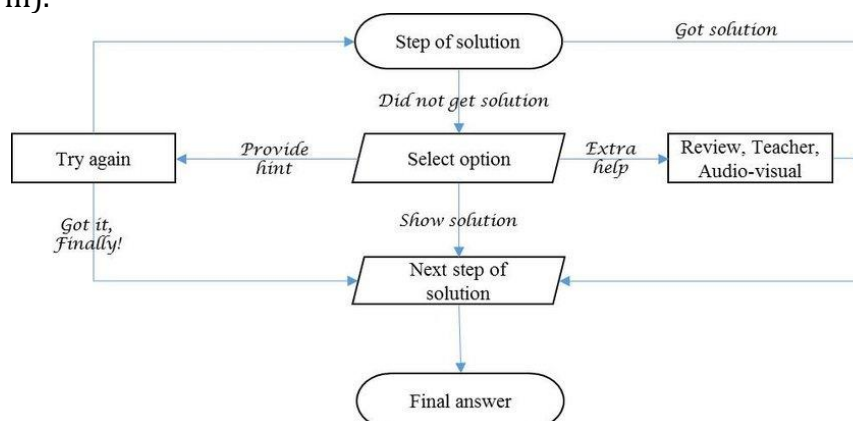

Fig.1 Vertical teaching activity flow

2.7.2. The specific mode adopted by each lesson plan or event

From the previous perspective, in the teaching of a subject, learning activities mainly depend on the types of teaching objectives or tasks, the types of knowledge in the teaching content, the cognitive psychological process of learning, the teaching principles based on cognitive principles and corresponding prescriptions, and the requirements of a certain teaching mode. These aspects are important factors affecting students' achievement [9]. The specific ways and forms of project-based learning, problem-based learning, etc., are determined according to what is to be accomplished at each implementation stage, and this learning is planned or specified in advance in the implementation plan developed by the teacher.

2.8. Analysis from the perspective of disciplines

In real education, the above perspectives will eventually be summed up in the discipline's perspective. And carry it through. That is, interdisciplinary units based on big ideas, problem-based learning, project-based learning, implementation stage, class hours, etc., ultimately return to the relevant disciplines. The perspective of the subject is mainly the perspective of the subject content. For example, Chinese learning in the primary stage is carried out in the Chinese context, whole-language teaching in the primary school stage, and interactive reading learning in the classroom. The teaching method of in-depth discussion in reader club, sharing questions, teaching dialogue, etc. A way of teaching task-based composition in a practical situation. A dramatic performance in which oral communication is performed in school. Shulman believes that the knowledge of each specialty is the conditions and conditions for teachers to carry out educational activities, and professional educational knowledge is the combination of specific professional knowledge and general pedagogical knowledge. It plays a decisive role in educational activities [10]. Mei Yu believes that traditional experimental psychology focuses on studying general learning principles of human learning, development and thinking, while modern educational psychology focuses on constructing learning principles for specific subject areas. What about instructional design or learning activity design?

3. Analysis of translation teaching activities based on the actual situation

3.1. Real situation and problem situation

Constructivism learning environment design advocates placing students in real life. It has two basic theoretical bases: one is situational cognition from the psychological level, and the second is situational learning. It comes from social anthropology. Both regard learning as a situational behavior and attach importance to its social elements. Situational cognition theory places knowledge in situations, and the nature of situations is the basis of all cognitive behavior. It guides the teaching. The purpose shifts from imparting knowledge to engaging students in real-world tasks that may require using this knowledge and skills. Students' learning activities must be anchored in the context of real applications. Students' behavior in situational learning is reasonable. It directs education that enables students with real-life and professional backgrounds to participate as actively as beginners in solving practical problems in the community [11].

The real situation is relative to the past and disconnected from the real life of the campus or the formal campus situation. The word truth refers to something related to reality. It advocates real situations and real learning. It deals not only with how to learn but also with the fundamental question of why to learn. Luo Riye believes that the meaning of the word situation is the problem situation. From the perspective of learning, the real situation refers to the real problem, that is, the actual problems adults face in social life and professional work. The authenticity of problem scenarios involves solving the original problems of natural scenarios such as life, occupation, and community. Problem scenarios or practical tasks are designed and developed

in a campus environment that is as close to real life as possible according to the intent of educational theory. The second is the meaning that is understood in the problem situation. Luo Jiye called it a meaningful situation. In this situation, students should maintain a positive emotional connection. The situation is mobilized, activated, and motivated to learn in such a positive connection. The learner is placed in a real problem situation. In analyzing and solving problems and completing tasks that can produce practical results, students have the opportunity to contact and master the main concepts and principles of a certain discipline or interdisciplinary. Figure 2 shows the learning mode based on situation teaching.
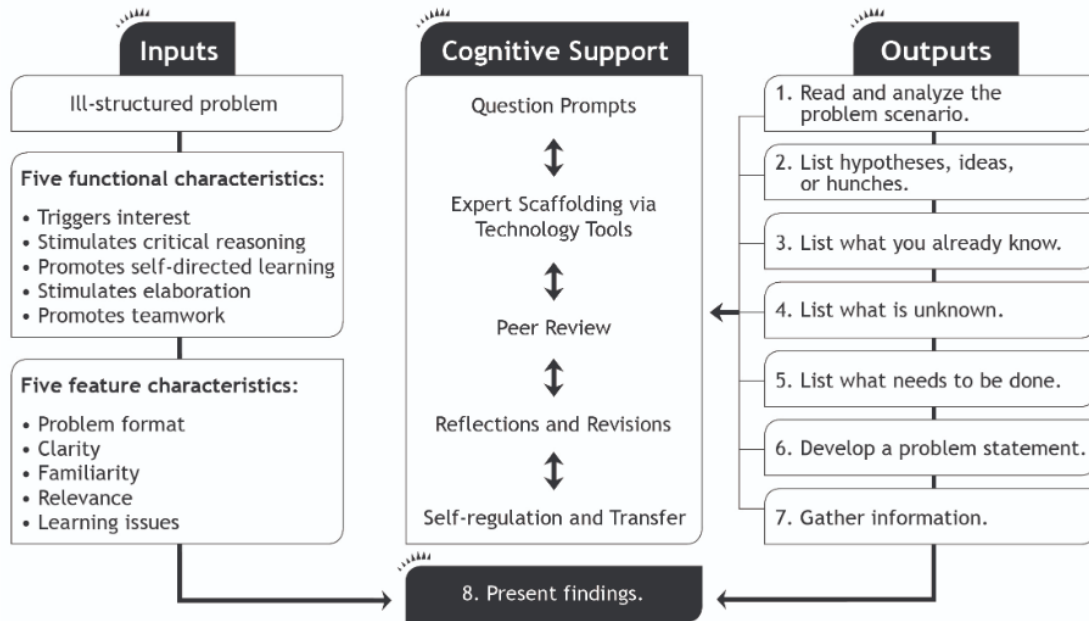

Fig. 2 Learning model based on situation teaching

3.2. Problem-oriented teaching

Problem-oriented is a new teaching mode. In traditional education, students must integrate and put what they have learned into practice. Problem-based instruction reverses this order, assuming students understand what they have learned by answering meaningful questions. There are words such as problem, question, difficult, trouble, doubt and issue in English treatises. While the Chinese translation commonly uses the word problem, the meaning of solving the problem is sometimes confused. At present, some scholars have changed question learning into question learning, which has led to great changes in the meaning of Chinese words. Because the meaning of the problem is varied, so are the ways of education under the umbrella of the problem. Although there are many differences in the implementation process of different educational methods, they all have a common feature: they focus on the real learning task. Its goal is to use the understanding of real tasks in real life as the driving force for learning and education.

3.2.1. Solve real problems in real situations

Because of the practical difficulties in the real environment, mainly decision-making problems, focusing on analyzing and solving the problems. It can be broadly divided into two types. The first student experienced difficulty in the real scene, which the students solved for the real users [9]. This phenomenon manifests in teacher-oriented practice activities, field research, and inquiry learning. The once popular social practice in the United States is also based on this, which involves the practical problems of the school's location, such as animal habitat, homelessness, adult education, pollution of the surrounding environment, and electoral indifference. The student solves the second type of difficult problem in the real world. This situation can be divided into two kinds: one is problem-based research. This kind of research

comes from medical schools, business schools, law schools, the case method, etc. Another model takes place in schools and schools [12]. For example, the Illinois Mathematics Department Society's problem-based teaching. It is typical that the teachers first extract the problem from the actual situation and then explain the proposal. A prologue describes the situation that explains the problem to be solved, defines the student's responsibilities, and sets expectations for the student's work. The most important task in a teacher's job is to make a detailed teaching plan. In the specific implementation process, the teacher plays the role of cognitive coach. Specific examples are solving the problem of flower disease in the former principal's home, the problem of mosquitoes, the problem of repairing the grass on the campus, the problem of food waste in the school cafeteria, the problem of overbreeding of local deer, the problem of domestic water, the problem of environmental pollution in the surrounding factories, the problem of underage smoking in the society, etc.

3.2.2. Focus on social and personal issues

Curriculum Integration advocates teaching with individuals and society as the center. For example, how long do I have? What will my face look like when I grow up? Do other people's views of me match my views of myself? What is my future job? Why is there hatred between people? Will racial discrimination cease to exist? Why are there still so many poor people today? Can rainforests be saved in the future? Can there be peace in this world? Who controls most exchange rates in the United States? More than the answers to the questions, the program allows the children to gain more personal and social insight, thereby improving their coping and social integration skills. Advocates of the general view of themselves as a kind of general science. "Integrated education Learning Model" is based on morality, humanistic feelings, vision, consciousness, leadership, team spirit, and selfless spirit as the main content. Take moral character as the core. This study takes "character education," "community service," "academic education," "conflict resolution," and "art education" as research objects. There are 15 to 28 research projects.

3.2.3. Explanation of the inexplicable nature

To question means to confuse, to question. Others call it inquiry learning or discovery-based inquiry learning. Or inquiry learning, which emphasizes self-inquiry. Exploratory learning was originally proposed to put forward science education, but its basic premise is that it can be applied to any learning content [13]. Under normal circumstances, inquiry learning uses inquiry methods such as inquiry of learning resources and experiments to make scientific explanations for natural phenomena that were previously puzzled. Why doesn't the heat come from the clothing? What is life like in a pond? Why is a caterpillar covered in hair? How does a caterpillar change into a butterfly? The question arises from the surrounding environment, not the textbook or the teacher.

3.3. Project-based learning

The most important feature of project-based learning is the answer to the question. Project-based instructional designers must carefully create a question that relates to the real world and leads students to understand and grasp a course's basic concepts and principles. In addition to the question, there is also the motivation for asking. Such as: how does water flow into millions of homes? How can machines help us make large objects? Does MTV describe American culture accurately? How does a book become a classic? Students can answer this driving question through collaborative research and exploration of various physical objects [14]. Use objects to show the basic concepts and principles learned in a certain field and think about them. In the semi-finished and finished products, most text products or display products are produced. Examples include research reports, narratives, letters, posters, briefs, project proposals, poems, Outlines, introduction manuals, pamphlets, questionnaires/research reports, biographies,

essays, book reviews, editors' notes, film scripts, speeches, debates, oral presentations, news broadcasts, plays and role play, exhibitions of works, etc.

The topic-based teaching method is called PBL in English. There is a great deviation between the meaning of Chinese words, such as thematic translation and thematic research. Thematic-based research can neither be regarded as a simple topic nor interpreted unilaterally as an exhibition. Making projects and exhibiting products are reactions and responses to driving problems. The response of products and displays to motivational questions will be a test to determine the research results based on the topic. Design-based learning is mainly used in technical engineering education or can be seen as a special category of project-based learning.

3.4. From basic questions to a deep understanding of big concepts

The constructivist approach to education aims to give students the deepest understanding of what they are learning. Understand and apply knowledge to problems, projects, and designs. However, Erikson and others advocate the idea-centered curriculum and teaching, and Wiggins and McStay advocate the understanding-oriented instructional design [15]. Both start from the understanding-oriented instructional design and develop corresponding instructional design models. For example, seeking to understand instructional design. Understanding-oriented instructional design is a highly inclusive and comprehensive solution with many original theories. The reverse design is widely adopted from basic problems to deep understanding.

Reverse teaching is divided into three steps: Step 1, identify the desired learning outcomes. The second stage determines the appropriate form of evaluation. The third step is to plan the learning process. The above three levels are consistent with the task. That is, the task is the goal, the task is the evaluation, and the task is a unit of learning [16]. The five expected outcomes under Wiggins and McTeay's latest revisions are outlined below in order of their design patterns.

The first long-term transfer object. Use the basic concepts, relevant knowledge, and skills to deal with problems in actual situations. Consider the second stage of performance work as the main element of the evaluation evidence. The purpose of performance evaluation is to understand and transfer the overall concept.

The second is deep and lasting understanding. It is aimed at the overall concept of the unit. There are two types of big ideas: one is cross-professional, to have a comprehensive understanding. The second is related to course content and topic understanding. As Wiggins and McTeay suggest, big ideas must be expressed in a single sentence. Concerning language, for example, the structure of articles varies from article type to article type. The author thinks that the big idea should be transformed into the central general knowledge, or the central idea and the big concept should be transformed in the teaching research. It's not about learning the basics. It's about learning the concrete things and putting them into practice. The purpose of this work is to get deeper and deeper into those big ideas. Wiggins and McStay comprehensively explain the understanding of energy from six aspects, namely, the ability to interpret, explain, use, observe, enter, and enter into self-consciousness. Generally speaking, understanding has two meanings: The first, you can apply your understanding, knowledge, and skills to a new environment and complete the transfer. The second is to reach a deeper understanding through reasoning and correlation. Among them, understanding includes implementing transfer and understanding the meaning of two aspects [17].

On the other hand, the meaning of understanding includes both fundamental questions and deep and lasting understanding. The students' understanding can be seen through their performances. Apply core concepts, knowledge and skills to challenging problems in different situations. This shows their understanding of the problem. Therefore, evaluating students' understanding should be based on practical work.

The third is the fundamental question. It can also be translated as central issues, key issues, Key issues, Core issues and so on. The underlying problems and the larger ideas are interrelated. The fundamental questions are the most important to understand meaning and communication. A unit with a period of 3-5 cycles will usually have 3-5 basic questions. The fundamental problem is the core of reverse design, and its function is manifested in three levels.

One is to enable teachers to better grasp the overall concept of this unit to better guide students to carry out classroom teaching. The basic problem is the guiding light to understand the big idea, and the big idea is obtained through the study of the basic problem. The second is to guide teachers. The designed teaching activities are a continuous inquiry into big concepts under the guidance of basic questions. Wiggins, McStay and others refer to this as a discovery of dominance. Design a learning activity to ensure that through exploration and specific teaching activities, students can become aware of the big concepts, and this teaching process is the process of amplifying the big concepts in the subject in their minds [18]. The foundational questions posed by Jim Knight in Effective Teaching: Frameworks, Strategies, and Practices are called guiding questions. This further highlights the guiding role of the problem. The third is to stimulate students' learning motivation.

As Hayes Jacobson put it: As long as it is formulated for a problem, students will feel you are taking them to explore it. The fourth is the object of knowledge associated with the big idea: the knowledge of certain realities and related ideas. Big concepts are central, organized concepts that give meaning to and connect individual facts and skills. Big concepts can help students connect various knowledge points. Take "Catcher in the Rye" for example[19].

The most fundamental questions are: First, what is truth in fiction? Which fact can be portrayed by fiction? Second, does Horton represent the average young person? Is there something out of the ordinary? Or are kids just not normal? Which is true and which is false? Why do some people behave so hypocritically? How can the third author get and keep the reader's attention? How did this writer come to your attention? How can the fourth author convince his readers? Let the students understand the general content and characters of this work. Writers use a variety of stylistic devices. There are several steps to Writing an essay on the persuasive essay method. The fifth is to understand the big idea and have certain program skills. In The Catcher in the Rye, we listed some skills to develop: Use interpretive reading. Through careful study, a very reasonable conjecture was formed. Use your knowledge to write and revise persuasive essays. Reflect on the interpretation of the article and think about their misunderstanding.

4. Relevant proposals

4.1. Language lessons cannot be rushed.

Problem-based research cases are generally school-based, and most are interdisciplinary or even super-disciplinary, mainly involving social, political, legal, scientific, biological, geographical, historical and other aspects. These cases are intentionally or unintentionally combined with language subjects. Examples include functional writing, spelling when writing reports, literature as easy-to-read material, etc. Thematic-based research also often involves multiple fields. Of the more than 30 translations the author reviewed, only one, suspected of being a search for a mother's garden, raises the question of why so many women remain silent. There are two known examples of composition teaching: interviews with elders in the community and scientific creation with children. Both examples are long-term writing and have a distinct interdisciplinary character, with the former dealing with society, history, and economics and the latter with a scientific basis. In Chinese basic education, Chinese subject has always been a key soldier in curriculum and teaching reform [20]. At present, some language teachers are conducting problem-based learning in language courses. According to the relevant translation works, it is found that there is no problem-based language learning and project-

based learning in foreign countries, and there are no implementation cases for reference. What, at first glance, looks like a language-driven problem is a cross-cutting area. Like how do books become classics? What is the good literature? Students' answers to such questions should include politics, history, society, culture, etc. Should language be subject-oriented in a single discipline, with students as the main body actively engaging in multi-disciplinary, cross-professional learning plans? This point needs further verification.

The curriculum, from basic problems to a deep understanding of big concepts, is more suitable for language courses. This involves refining the concepts of the content and process skills of the language discipline, as well as the design of the basic problems, which require preliminary research and teaching experiments. Language courses include two levels: content level and program level. In terms of content, it involves the knowledge of linguistics, literature, media, etc. For example, Chinese characters are a carrier of culture, Chinese is a way of thinking of a nation, Chinese thoughts with a long history, literary classics, modern Chinese literature classics, and Chinese translation of world literature classics [21]. In the past, words, sentences, texts, language, cultivation, and logic were often referred to as the learning content of the content dimension of Chinese subjects. Procedural skill level refers to the knowledge and ability in reading, writing, and oral communication. In the Chinese curriculum standard, the essence of the Chinese curriculum is a comprehensive and practical course to learn the use of language, which indicates that the Chinese curriculum should pay attention to the process and skills. In fact, some ready-made theoretical terms reflect real-life problem situations, such as communication scenarios, communication scenarios, communication contexts, communication scenarios, etc. Luo Riye once stressed that we would rather talk about the communication situation than the problem in the Chinese course. The task-oriented English teaching in Belgium uses some theoretical words. This is called a verbal situation, in which both parties need to use natural and fluent language. The book "National Foreign Language Learning Goals in the 21st Century" adopts the concept of communicative situations and extends it to three levels.

One is the mutual communication between people. Through dialogue, students can ask questions or provide information, express emotions, exchange views, and have two-way communication with the characteristics of semantic negotiation. The second is the unidirectional understanding and interpretation of communication. Students can understand and interpret spoken and written language on various topics. The third is a form of one-way communication [22]. In English teaching, learners express their opinions and ideas through understanding various topics. It is roughly equivalent to reading and writing if it is limited to the text to understand the interpretation of communication and performance communication. Problem scenarios and communication scenarios are two relatively close concepts. The problems that arise in the communication environment are difficult. From the perspective of cognitive psychology, communication problems such as reading, writing, and oral communication can be described as problem-solving. But from the point of view of language education, this statement is too much. Because of the problem of comprehension in reading, the problem of how to express it is very different from the actual problem in the real situation, the controversial problem and so on.

Until these questions are answered, the language class should not proceed unless it is an experiment to solve these questions. For the whole language discipline, blindly following the trend when the theory and practice are not clear is likely to pay a painful price in the future.

4.2. All disciplines should attach importance to the guidance of subject reading and subject writing

Language is the most important link between various subjects in a university. To cultivate students' ability of listening, speaking, reading, writing, viewing and presentation is not only a language subject. It is a work that should be carried out in the whole curriculum of basic

education, and it should also be carried out in every curriculum of primary and secondary schools. As Radel said, if you want to have deep thinking about a subject, you must learn the subject's language and be able to read and write fluently in the subject's language. So it should be the responsibility of English professionals to teach children this skill, not foreign language teachers. Language courses cannot afford to train all the literacy skills in the curriculum. In the language discipline, the level of process skills focuses on reading and creating specific texts, such as prose, poetry, novels and some articles on public topics. In the past, we took it for granted that the development of reading and writing skills in language teaching was naïve [23]. But John Hardy, through his many experiments, tells us that knowledge transfer is not an easy thing and that if one does not integrate the learning method into a specific environment, all he does is in vain. For example, information acquisition is particularly important in problem scenario-based research learning. In subject reading, middle school students need to know how to find relevant materials, know what content is in the main materials, and know what content to look for in a certain material. The role of exploratory reading and information source knowledge, inspection reading and search reading in subject reading has been paid unprecedented attention.

Reading skills, whose main goal is to acquire information, may be available only in individual subjects, which language teachers have the power to do but not to do. Therefore, problem-based learning, project-based learning, and unit design from basic problems to deep understanding of big concepts all attach great importance to the reading and writing topics. The Agency's "Implementation of the Primary School Project: International Curriculum Framework for Primary Education" stipulates that all students participating in the program should be treated as language teachers. It is stipulated that language should be used throughout the process as an element beyond the subject itself. The Buck Institute of Education's Teacher's Guide to Project-Based Learning - Secondary Pedagogy for the 21st Century clarifies that reading and writing skills are central to schooling and must be integrated into the curriculum. We believe that there should be an important part of every curriculum that reflects literacy. It can assess a student's writing, speaking or reading skills.

According to the author's analysis, there must be some problems that have not been solved. It's not that teachers don't understand; it's that education researchers don't understand. It's like the collaboration, independence, and exploration that has been roaring for almost 20 years. Perhaps they will repeat the same mistakes, the highest level of thinking they are now saying. Nowadays, many first-line Chinese teachers are carrying out large unit teaching design, group reading, project-based learning and other work, but they often ask me what the large unit is. Why how to project a group article? To meet some advanced ideas, hurriedly keep up with the trend of The Times and do not know what to do, which may be the most important lesson to be drawn from the reform of Chinese curriculum and teaching in the past 20 years. Many of the problems in language learning and education are not suddenly realized after the fact.

On the contrary, they often realize something will go wrong before it even happens, so they don't know anything about it. There is no doubt that most of the ideas in the field of basic education come from Western countries. Therefore, there are roughly two ways to understand the mechanism and reason: to understand foreign educational concepts and practices. The second is to study local society prudently and with the spirit of exploration to find new problems and situations in the national environment.

5. Conclusion

In summary, the teaching and learning activities discussed above should include the following eight perspectives: the perspective of goals or tasks, the perspective of teaching content, the perspective of learning or cognitive psychological process, the perspective of teaching

principles, the perspective of teaching mode, the perspective of teacher-student relationship, the perspective of stages or processes, and the perspective of disciplines. In the above eight perspectives, China's basic education curriculum and teaching reform focuses on the relationship between teachers and students, and its practical effectiveness in curriculum implementation may be worth considering. According to an online survey, 74% of teachers agree with cooperative, independent, and inquiry teaching. Based on the thousands of middle school and secondary school language teachers I have spoken to, the percentage of students who support the new curriculum changes is much higher than that. However, some people think that the three-dimensional goal is still only on paper in the current classroom. The thinking process is ignored, and the thinking of seeking differences is excluded, which leads to limited time and space for students to think independently. If cooperation, autonomy and inquiry are only regarded as a teacher-student relationship, it is difficult to transform them into learning activities with specific subject content and implement them into teaching practice. Compared with this connection between teachers and students, it has more guiding significance and operability. According to the goal or task, the teaching content is used as the starting point to match the learning activities. From the perspective of educational principles, it is necessary to implement educational principles such as meaningful premises and communication into students' learning process. From the perspective of the teaching model, the honest implementation of cooperative learning, problem-based learning, classroom discussion, etc., should follow standard steps and processes. Then, design high-quality learning activities according to the theories and principles of the above other perspectives with stronger usability, and the advanced ideas as the basis should be comfortable. Ideas must be reflected in the design of learning and should not appear outside of learning, much less hang above the teaching of students. The above 74% of primary and secondary school teachers approved of the curriculum reform, and they may only approve of good words such as cooperation, autonomy and inquiry. As long as the idea is right, everything will be solved: the concept of our basic education curriculum and teaching reform.

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