On Concept Structure of Form Logic in Literature Text Translation—Based on English Extensive Reading Course Book II

Hui-jun LIU¹,²

¹Department of Foreign Studies, Hunan Normal University Changsha Hunan, China
²Faculty of Business Foreign Studies, Hunan International Business Vocational College Changsha Hunan, China

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Abstract. Setting the presentation and relevance of concepts imbedded in the literature texts as the argument point, the paper tries to cope with the cognitive barriers in the process of teaching literature text translation, just as the teaching of Scientific English text translation teaching, the teaching is also the product of form logic reasoning, the concepts of which bears a lineal shift of repetition, substitution and omission. So in the process of narration, the intention and result for teaching of literature text translation lies in analysis and reconstruction of form logical concept and concept relevance.

Introduction

In the process of narration, the rationality and logic of the literary discourse with description, lyricism and metaphor as the main expressions are different from the stylistic style of the explanatory text. It is also different from the stylistic style of the argumentative text. It seems that there is no human or cause and effect. In fact, there are also formal logical thinking constructs in the literary discourse that are represented by the relationship between concepts. As we all know, thinking is the connotation of language, and language is the outer shell of thinking, so all language forms and expressions are subject to formal logical thinking, and the final products of formal logic thinking.

In the literary discourse of the linear, orderly flow of perceptual and lyrical narration, the concept of formal logical thinking is still used. Even though there is a deviation between the concepts, its formal logical thinking still shines in the literary discourse. The translation teaching of literary discourse is to transcend the recognition or entanglement of literary discourse and simple lexical and syntactic methods. In the concept of formal logic and conceptual philosophical thinking, it is highly discovering, analyzing and interpreting the conceptual operation law of logical structure thinking full of metaphorical forms. It is associated with the concept of expression, and finally provides a new way and vision for the teaching of literary text translation.

The Logic Conceptual Structure Law and Translation Teaching of Literary Discourse Titles

In many cases, the teaching of literary discourse translation has continually entered the dead end of grammar teaching and vocabulary teaching. Then, whether it can open up new horizons and find new ways, starting from the intrinsic formal concepts of literary discourses, reveals new cognitive fields of literary text translation, and tries to find new ways to cultivate students' literary translation ability.

Literary discourse vocabulary is only a vocabulary in grammar; Similarly, the relationship between words is expressed as a grammatical or semantic relationship. However, in the formal logic system, the literary discourse vocabulary bears the relationship between formal logic concepts or concepts, the deep mechanism of language and the logical cognition of bridges between acquisitions. Based on such rationale, the structural law of literary discourse lexical grammar must reflect the formal logic concept and the concept of structural association structure in logic. The formal logical concepts and conceptual associations of literary discourse are hierarchical. In the discourse, the most basic unit of grammatical use is vocabulary. Vocabulary can be hierarchical and be divided...
The Law of Isotopicity of Logical Title Forms and Translation Teaching

The law of isotopic structure of literary discourse formal logic is discourse, which is the basic structural law of literary discourse formation. Beginning with the title of literary discourse, the concept of formal logic and the connection of concepts are quietly working, and there is no sound. Any concept can find its own positional hierarchy in a given literary discourse title. Among them, the formal logic concept of vocabulary bearing in the literary discourse title has the highest level, and the title concept hierarchy defines the types, admissions, attributes, levels, meanings and interrelationships of other forms of logical thinking concepts in the entire discourse.

Take the legendary story of The Legend of Sleepy Valley, written by American writer Washington Irving as an example. The two concepts carried by the vocabulary of the discourse title are Legend and Sleepy Valley, where the expression of the isotope between the concepts, i.e., the concept Legend is the concept of Sleepy Valley. Grammatically, the vocabulary Legend and Sleepy Valley are semantic relations of front and back. In the formal logic structure of the discourse, the concepts Legend and Sleepy Valley belong to the same concept, or the same level of concept. The emergence of the concept of homomorphic hierarchy or the concept of isotope in the discourse makes the conceptual meaning superimposed, so that the conceptual representation and distribution nodes of the formal logical intent are highlighted and enlarged, resulting in the extension, presupposition and padding of the literary discourse. The role of shop, setting up, intensifying, etc., even stipulates the theme, style, tone and plot of literary discourse.

In this way, whether the text is long or short, all the conceptual terms and concepts are not related to the height of the logical concept level of the title form, its direction, path, weight, publicity, abstraction, specific degree or scope must be consistent with the title concept hierarchy. In the above example, in the translation teaching, according to the characteristics of this formal logic, the logical concept meanings of the two conceptual concepts in the title are correctly interpreted. It will be found that the two conceptual vocabulary Legend and Sleepy Valley are in-situ superposition, and the formal logic concepts reflect each other. Thinking points to multiplication and logical concepts are clear. According to the ancient Chinese language inheritance of the "synonymous mutual training" structure law, we can know the concept of the pre-lexical bearing concept Legend and highlight the meaning of the formal logical thinking expression of the post-word bearing concept Sleepy Valley; Then the conceptual meaning of vocabulary bearing highlights the meaning of the pre-vocabulary bearing concept. From the literary text translation teaching paradigm, the full translation of the title = the concept of the former vocabulary bearing the original translation = the concept of the vocabulary bearing the independent translation, that is, the literary text title is easily translated into “Ghost Valley Legend” = “Ghost Valley” = “Ghost”.

The Chinese translations of the three titles thus formed are based on the concept of the isomorphic structure.

The concept of homology in literary discourse is not the same as its grammatical attribute. The grammatical aspect can be a modified structure, and the formal logical thinking is the meaning of the same concept. It can be seen that there are different opinions on the translation teaching of literary discourse.

Textual Formal Logic Concept Containing Inclusive Structure Law and Translation Teaching

As mentioned earlier, at the grammatical level, the grammatical structure of vocabulary and vocabulary is the permutation and combination of upper and lower meanings. But at the level of formal logic thinking, the discourse structure of concepts and concepts is the association of concepts and concepts. The research paradigms, terminology, and vision are different.

In the Greatest Pleasure in Travel literary discourse title, the concepts Pleasure and Travel fully
carry different conceptual levels. Logically, the concept of post-vocabulary bearing is a concept, and the concept of pre-word bearing is a concept. The association of two concepts is an inclusion relationship or an inclusion relationship or an affiliation, that is, the concept of the level of Travel contains at least one (allowing vacancy) concept, or two concepts, or three or even N species of concept (as shown in Figure 1).[13]

The concept of subordinate association or subordinate association is different from the concept of homology, and cannot produce hedging, superposition, and prominent effects. On the contrary, just using one concept to limit another concept and narrow its extension is the opposite of the formal logical thinking function expression. Therefore, the concept of vocabulary bearing before the title cannot be equated with the conceptual meaning of the vocabulary bearing. The conceptual meaning of the vocabulary bearing cannot be equal to the conceptual meaning of the previous vocabulary, namely Pleasure≠Travel, and vice versa. Travel≠Pleasure, the reason is obvious.

![Figure 1. Genus Association of Literary Discourse Title Concept.](image)

It can be seen that the conceptual structure and conceptual associations contained in the literary discourse title are justified and can withstand logical analysis. From the perspective of formal logic, the interpretation of the concept of the isotope and inclusive association is to find the exact direction of translation teaching, the translation can have a sense of authenticity.

**The Logic Conceptual Structure Law and Translation Teaching of Literary Discourse**

The hierarchical interpretation of the logical concept of literary discourse is a shortcut to the efficient implementation of literary translation teaching. In the past, the translation teaching of literary discourse has always been immersed in endless vocabulary teaching, grammar teaching, rhetorical teaching, explaining the illusion, not marginal, unable to extricate themselves. [14] The literary discourse vocabulary has a lot of meanings, and the meaning of the abstraction and extension is elusive. The teachers and students are overwhelmed like strolling in the clouds, and they are illusory. In fact, the grammatical formal logic concept structure law also has the same-sense concept linear order translation structure law and inclusion structure law, which is also an important justification for literary text translation teaching.

**Textual Formal Logic Concept, Isomorphic Structure Law and Translation Teaching**

The discourse correlation of the isotopic structural law of formal logic concept is not like single sentence, parallel sentence, and compound sentence. It is to achieve more complex thinking results.

In the same literary discourse, if the teaching of translating the first paragraph “The valley known as Sleepy Hollow hides from the world in the high hills of New York state. There are many stories told about the quiet valley. But the story that people believe most is about the apparition of a headless horseman. The story says the man died many years ago during the American revolution and he had his head shot off. He is ever seen hurrying along in the gloom night looking for his lost head” only stays at the grammatical level, the semantic level, and the vocabulary level, the translation will have no soul. Even if it is translated, it is also full of slang and illogical, and it is impossible to construct a translation that is equivalent to the original logical thinking and context. [15] But from the perspective of formal logic, everything will be dark and clear, and the stars will be flat and open. By the way, the first paragraph is straight to the point. The three words valley, Sleepy Hollow and quiet valley are conceptual words with isomorphism. If the translation is based on grammatical understanding, the reference translation provided is: “有一个山谷叫沉睡谷，深藏于纽约州的崇山峻岭之间。关于这个沉静的山谷流传着很多故事，不过人们相信的莫过于无头骑士鬼魂的故事了。故事说，很久以前，这个人在美国独立战争中牺牲，据说他的头被炸掉了。人们看见他在幽暗的夜色中匆匆前行，寻找他失去的头。”
The original translation follows the lexical and syntactic steps to complete the translation process. The valley, Sleepy Hollow and quiet valley are respectively translated into three Chinese vocabulary: valley, sleeping valley, and quiet valley. Is that true? In fact, such translation comprehension and teaching have no effect other than the interference on important concepts. The complete thinking of statement expression is cut into pieces, causing fragmentation of understanding. The formal logic method of literary discourse translation is not like this, and it will deal with formal logic according to concepts and concept associations. At the level of formal logic concept association, these three words are the same concept in this literary discourse: Ghost Valley. The reason why the author uses the replacement is not only the author's language habits. After all, the English is replaced by the Chinese, and the Chinese is repeated. It is also the routine action of the author to achieve the cohesion and coherence of the sentence by replacing the concept of the isomorphism. Therefore, it avoids monotony and tediousness, and also boosts the trend of conceptual clarity caused by the long linear order of the statement, just like the substation needs to be transmitted over long distances. Compare it with the altered translation: 在纽约州崇山峻岭的深处有一个幽灵谷。幽灵谷里流传着很多幽灵的故事，不过人们最相信的是无头骑士幽灵的故事了。幽灵故事说很久以前，一个骑士在美国独立战争中头被炸掉，牺牲了。人们经常看见无头幽灵在夜色中匆匆奔走，寻找失去的头。

The translation has met the contextual information of the original text to a large extent, and it has satisfied the repeated habits of Chinese preferences and contrasts. This kind of translation teaching clarifies the formal logical thinking, the concept is clear at a glance, and the narrative is like a flowing stream.

**Textual Formal Logic Concept Inclusive Structure Law and Translation Teaching**

The concept of literary discourse formal logic is the most common law. It’s just because teachers and students have learned too many lexical and syntactic methods, which have overshadowed their view of the important, or they have a hard time, lost their self, and are satisfied with a half-solution.

There is a simple algorithmic formula for the relationship between a paragraph, a discourse, or a sentence concept and a concept, that is, a concept of a segment (including a discourse, a sentence, of course) = another or several concepts of the same segment (including, of course, In the case of a sentence or a sentence, then there must be a logical or similarity between these concepts; When a concept of a segment (including, of course, a discourse, a statement), another or a few concepts in the same segment (including, of course, a discourse, a statement), there must be a logical association between the concepts that contain or be included.

In the above paragraph, the concept of homonym valley, sleepy valley, quiet valley is distributed in the topic sentence, which is carried by different shape vocabulary. But the distribution of statements in these three concepts is equal or homogeneous, so these concepts are isotropic, which is obvious. However, in this same segment (and of course all other segments), the homotopic concepts of linear order distribution, sleepy valley, quiet valley and the rest of the vocabulary such as hides, from the world, in high hills, hurrying, in the gloom, night, lost head does not exist at all equal to the association. The collection of discourses of these words or concepts is obviously not at the same level as the three concepts of the same place. It can be seen that the formula of the algorithm shows that the concepts in the discourse, the segment or the statement can only be either an isotropic association or an inclusive association (see Figure 2).

![Figure 2. Genus Association of Literary Discourse Body Concept.]

That is to say, from this algorithm formula, a principle can also be derived: when a genus concept is associated with or included in other concepts, the concept of the genus of the genus is also included or Including the association, the above picture clearly illustrates this. If such a long literary segment is only for the repeated appearance of the same concept of the string, then the information
of the discourse is the proverb, and the discourse has no meaning and reading value. Because the concept of boosting as the linear order of statements grows to blur, no over-operation is required. If the association between other concepts carried by the remaining words in the same segment and the topic sentence concept is included or included, then such a literary textual concept association will expand, enrich, and add to the concept of the paragraph topic sentence. This produces readability. In this process, the concept of inclusion and inclusion is inevitably formed between the concepts. The concept of the topic sentence of the above paragraph requires all non-topic sentence concepts of the paragraph, or the vocabulary carrying the concept of non-topic sentence becomes the species of the theme sentence genus concept of sleepy valley. The concept of multi-dimensional highlighting, supplementing, plumping, intensifying, enhancing and refining the concept of genus is obvious.

The concept of type and adherence to the concept of genus is subordinated, affiliated, contained, and included, permeating every level of literary discourse, such as verbal level, sentence level, segment level, discourse level, and rhetorical level. These are gathered by the author from different angles and are subordinate to logical thinking. Only by mastering the law of logical structure of discourse in the usual translation teaching can we make the logical analysis of literary discourse. This is meaningful for not only the translation of literary discourse, but also for reading comprehension, cloze or English writing.

Conclusion
The formal logical concept type analysis and conceptual association interpretation of literary discourse translation teaching provides the rationale and ideas for macroscopic control of literary discourse as a whole and microscopic processing of literary textual translation details. The concept of homomorphic hierarchy and the concept of inclusion hierarchy are also the extensive structural laws of literary discourse. Of course, in any discourse, the conceptual constructs of the two forms of logical structure are intertwined and interact with each other and cannot be separated. Only in this way can another world be broken out for literary text translation teaching.

References


