



## METHODOLOGY OF TEACHING SIMULTANEOUS INTERPRETATION

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### Abstract

The article discusses the fundamentals of simultaneous interpreting, the prerequisites for practicing simultaneous interpreting, and the expertise needed by interpreters. The paper also discusses efficient lessons for teaching simultaneous interpreting.

**Keywords:** methodology of simultaneous interpretation, consecutive interpretation, memory, conference interpreting, booth, headphones, exercises, self-training.

### Абстракт

В статье рассматриваются основы синхронного перевода, предпосылки для занятий синхронным переводом, а также опыт, необходимый переводчикам. В статье также обсуждаются эффективные уроки по обучению синхронному переводу.

**Ключевые слова:** методика синхронного перевода, последовательный перевод, память, конференц-перевод, будка, наушники, упражнения, самоподготовка.

### Introduction

Translation has a long history. Its roots go back to those distant times when the parent language began to break up into separate languages and there was a need for people who knew several languages and were able to act as intermediaries in the communication of representatives of different linguistic communities. Translation activity in the modern world is acquiring an ever greater scale and an ever greater social significance. The profession of translator has become a mass one, and in many countries special educational institutions have been created to train professional translators. Representatives of many other professions are also involved in translation in one form or another. Translation issues are of interest to the general public. The purpose of translation (as A.V. Fedorov defines it) is to acquaint the reader (or listener) who does not know the FL as closely as possible with the given text (or the content of oral speech).





Y.I. Retzker gave the following definition of translation: "Translation is the exact reproduction of the original by means of another language while maintaining the unity of content and style. This is what distinguishes translation from retelling, in which you can convey the content of a foreign original, omitting minor details and not worrying about reproducing style. Unity of content and style is recreated in translation on a different linguistic basis and, therefore, will be a new unity inherent in the target language.

Simultaneous translation is one of the most difficult types of translation. Such translation skills must always be maintained at a high level. It is necessary to have a good general language base and experience in other types of translation.

The work of an interpreter is also complicated by a number of objective, specifically speaking, physiological factors, the first of which, and perhaps the most unpleasant, is the pace of speech of speakers, many of whom, not accustomed to interpreting, sometimes cannot or do not want to slow down their "machine gun bursts." No less difficulties are created for simultaneous interpreters when the speaker speaks too slowly. A technique often used by interpreters to anticipate a speaker's utterance before it is complete is called "probabilistic forecasting." Its essence lies in the fact that the translator, on the basis of what has already been heard in a sentence or in a whole segment of the text, draws a conclusion about their further development and builds his phrases accordingly.

The task of a true professional is not to retell speech in a foreign language, but to reproduce its meaning. This is called "adequacy of translation" and fully retains its power on the bridge from Uzbek to English. Despite their huge grammatical and syntactical differences, the translation from the first of them to the second is satisfactory only when its logic in English is the same as in Uzbek, and when it sounds smoothly without irritating the ear of a native speaker.

### **Theoretical Basis**

The study of the discipline "Translation" has been carried out for a long time, its research was carried out by specialists from different areas - linguistics, psychology, psycholinguistics, of which linguistic is one of the first and most developed [40, 60, 77, 94, 106]. Linguists consider translation from the standpoint of different theories: the theory of linguistic correspondences (A. V. Fedorov) [94], (Ya. I. Retzker) [77], the theory of equivalence levels (V. N. Komissarov) [41], situational theory (D. Catford) and the transformational model (Yu. Naida) [cit. according to V.N. Komissarov, 42]. These theories make it possible to single out three main areas in the study of translation:





- study of the essence of translation activity;
- studying the process of converting the original text into the translated text, studying the act of translation itself; in this case, the object of study is the stages of the translation process, translation units, as well as the types of possible transformations of these units; here there is a study of those factors that influence the course and result of the translation process;
- studying the relationship between units of two specific languages in translation, identifying common patterns

The role of linguistics in the study of translation cannot be overestimated: linguistics laid the foundations of the theory of translation, established the boundaries between linguistic and extralinguistic aspects of translation, and defined translation concepts and terms.

We find the most accurate interpretation of translation from a linguistic point of view in L. S. Barkhudarov, who understands translation as “the process of converting a speech work in one language into a speech work in another language while maintaining an unchanged content plan” [30, p.8].

The definition proposed by A.D. Schweitzer characterizes translation as a bilingual communicative act, which has a more complex system of syntactic, semantic, pragmatic connections than an ordinary speech act [106, p.34].

V. N. Komissarov notes that translation is “... a special case of human communication, ... in which communicants use different language systems” [41, p. 8].

The study of translation from the point of view of psychology is considered not an additional aspect to its linguistic interpretation, but an independent branch of the development of the science of translation, the tasks of which are related to the understanding of translation as a complex communicative RD carried out by its subject - the translator. [30, p. 3].

According to B. V. Belyaev, the main task of the psychology of translation is the study of the peculiarities of thinking in the native and foreign languages and the solution of the issues of implementing these features in translation. He considers the subject of translation to be semantic content, i.e., thoughts that are outwardly expressed by means of language. It is not words that are translated, but the concepts and judgments expressed by them, not texts, but the thoughts and reasoning contained in them [6, p. 155]. In this regard, B. V. Belyaev interprets translation as a special mental activity and proposes to teach translation in this aspect.

The study of oral translation from the point of view of psychology, in particular, simultaneous translation, is of particular interest for methodological research, since it helps to reveal the patterns and features of the perception and understanding of



foreign speech. In SPD, the translator faces many psychological tasks: he must simultaneously listen and speak, switching from the system of one language to the system of another in the conditions of a single perception of the message, limited possibilities of short-term memory and the presence of perception interference in the form of a fast pace of the speaker's speech.

## **Discussion**

With the beginning of the consolidation of simultaneous translation in 1945, a need arose for specialists, but there were no areas for appropriate professional training. Therefore, the first interpreters - graduates of various fields with a good knowledge of the language or students of linguistic universities - had to learn simultaneous translation in the process. In the USSR, employees of the Ministry of Foreign Affairs and the All-Union Society for Cultural Relations with Foreign Countries also became simultaneous interpreters, while abroad, simultaneous translation was mainly carried out by people with extensive experience in the field of translation [Hoffman, 1963, p. 22].

Emigrants were sometimes taken as translators, who actually had two native languages, but did not have a translation or linguistic education. The ability of people with congenital or acquired bilingualism, but without appropriate training, to translate as a professional activity remains in question.

Theoretical and experimental studies of SI and the first directions in the training of simultaneous interpreters appeared only in the mid-1960s. This means that more precise requirements for simultaneous interpreters, selection criteria for training were formed, existing knowledge about the process of SI itself, its techniques and strategies was streamlined, and new ones were rapidly accumulating.

At the moment, a theoretical basis has been formed for the training of professional simultaneous interpreters of various language pairs. For each university and country, teaching methods may vary, but in general, the principles of teaching are universal. Attention is focused on the following aspects: the development of a culture of auditory sensations, which consists in achieving distinctness and reliability of perception in difficult conditions, the development of speech image recognition skills based on the perception of one of the components of a complex speech image, the development of the volume and distribution of attention, its stability and intensity, improvement the ability to solve non-stereotypical translation tasks, mastering the tactics of SI [Shiryaev, 1979, p. 122].

In all institutes of study, the SI undergoes a serious selection and control of students, regardless of whether education is paid or not. This is due to the fact that not everyone





can master the SI, and it is simply impractical to teach everyone who wants to. But the system is not perfect. In reality, a number of contradictions are revealed: between the use of information technologies in the work of translators and the insufficient equipment of the learning process, between the pace of development of international relations and the lag in personnel training [Kazantseva, 2010, p. 4]. I.V. Alekseeva believes that for the quality training of interpreters, in particular simultaneous interpreters, educational institutions need the following guidelines: their own training program, their own recruitment plan and graduates, their own forms of examination control, transparency of training (visits of foreign observers and employers), a scenario methodology for creating translation situations as close to reality as possible. With the first scientific research on simultaneous translation and the emergence of institutes for the training of simultaneous interpreters, there was a rapid accumulation of theoretical and practical information, which, in turn, served as the basis for the training of simultaneous interpreters. At the moment, there are both manuals for the training of SI specialists, and directions for training simultaneous interpreters. To confirm the hypothesis that the most common exercises in the preparation process are sight translation, echo-repetition and simultaneous translation, we analyzed the exercises that, in our opinion, are the most effective in the process of self-preparation for simultaneous translation. Of course, this list is far from exhaustive, as there are a significant number of different exercises, each of which is aimed at developing certain skills and abilities. We have chosen those that are most often used as part of the training of simultaneous interpreters at translation faculties, additional courses and trainings, but we believe that they can be successfully applied as part of an independent program.

The first exercise is called "Green Apple". This exercise is one of the simplest, for this reason it is best used at the very beginning of training in order to develop the skills necessary for more complex exercises. It consists of pairs of words in English, each taken from completely different fields. The task of the student is to instantly respond to a new pair, translate it and move on to the next one. Translation must be performed aloud when recording on any device equipped with an audio recording function. In case of difficulties that arise in the process of independent work, you should simply underline the couple of words that caused difficulties and translate further. After the end of the lesson, you need to return to the missed pairs and try to identify patterns in the mistakes.





## Conclusion

Every interpreter who wants to do simultaneous interpreting needs proper training to acquire the required skills. To confirm the hypotheses in our work, we studied the requirements that are described on the websites of the world's largest organizations, such as the UN, NATO and the European Union.

Common for such organizations are such requirements as high concentration, stress resistance, the ability to quickly respond and switch, excellent command of native and foreign languages, which includes knowledge of grammatical structures, terminology and cultural characteristics, awareness of world events, background knowledge and higher linguistic education.

Since this article is aimed at identifying the methodological features of the training of simultaneous interpreters, in particular, self-training, in the process we analyzed specialized training materials that must be used in the course of training. We are of the opinion that when preparing for simultaneous translation, practice itself is necessary, but it is obvious to us that theoretical materials also play an important role. During the analysis, we also identified the most common exercises for preparing for simultaneous translation.

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