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Nuralieva Gulasal Lecturer at Termez State University
Нуралиева Гуласал Преподаватель Термезского государственного
университета

CONTENT ON TEACHING SIMULTANEOUS INTERPRETATION

СОДЕРЖАНИЕ ОБУЧЕНИЯ СИНХРОННОМУ ПЕРЕВОДУ

Аннотация. В данной статье рассмотрено содержание обучения синхронному переводу.

Ключевые слова: синхронный перевод, обучение, синхронный перевод.

Annotation. This article discusses the content of simultaneous translation training.

Keywords: simultaneous translation, training, simultaneous translation.

The content of training in simultaneous translation is largely determined by the knowledge, skills and abilities that are necessary to create the professional competence of a synchronic interpreter in trainees .

Let's try, first of all, to briefly characterize the knowledge and skills that make up the main content of training . It should be borne in mind that there is a close connection between them and many skills can only be created , but on the basis of the corresponding knowledge . In the course of training, a future translator should acquire, in general, the following knowledge :

to get an idea of the main stages in the history of translation and the peculiarities of translation activities in the modern world ;

to get an idea of the concept of translatability, non-identity of the content of the original and the translation, the principle of ensuring minimum losses ;

get an idea of the concepts of interlanguage communication, equivalence and adequacy of translation ;

get an idea of the classification of translations and different types of translation strategies ;

get an idea of the basic principles of translating a coherent text ;

get an idea of the grammatical and stylistic aspects of translation .

When reporting the students of this information is very important , so that they clearly see the connection with the acquired knowledge translation practice, they need to solve specific problems of translation .

The student gets an idea of the relative translatability of any text : the inevitability of losses during translation, the different communicative relevance of such losses, the need to highlight the dominant aspects of the content and form in the translated text, which must be necessarily reproduced in translation in one way or another . Future translators realize that it is not uncommon to convey some detail of the original text, perhaps, only at the cost of losing another detail, and the translator has to constantly decide which of them needs to be preserved . The specificity of the development of translation skills lies in the fact that they are created only as a result of practical actions of students on the basis of their language skills and theoretical knowledge . Simultaneous translation skills and abilities are created based on the use of specially selected material . Such materials include translation exercises and educational texts .

Exercise is the primary way to develop the skills you need . Translation skills can be developed in the process of translating a coherent text . However, the translation of any text is always associated with the solution of a number of translation problems, and in practice it is very difficult to find such a text in which one translation problem prevailed or at least was encountered quite often . A specially selected exercise makes it possible to focus trainees' attention on how to solve one translation problem . In the course of this work, methods of overcoming translation difficulties are studied, translation techniques are worked out , translation skills are developed and the basis for improving translation skills is created .

By the nature of speech acts performed exercises are divided into translation and proper before translation . Pre-translation exercises are aimed at creating conditions for the successful implementation of the translation process, creating the necessary communicative attitude, checking the students' language and background knowledge, showing them how experienced highly qualified translators solve typical

translation problems . The main exercises of this type are comparing parallel texts in FL and TL in order to identify their differences, comparing published translations with their originals and critically analyzing the methods and techniques used by the translator, answering questions about the text, checking the depth of understanding and the presence of the necessary skills and abilities that lie in text-based content, and the associated terms and concepts, different exercises for improving the ownership of the target language (compilation of synonymous series, paraphrasing statements , speeches on a given topic, etc. .) .

The actual translation exercises are subdivided into :

linguistic, developing the ability to solve translation problems associated with the peculiarities of the semantics of units and structures of FL and PL ;

operational, practicing the ability to use various methods and techniques of translation ;

communicative, creating the ability to successfully perform the necessary actions at different stages of the translation process .

In accordance with the type of exercise, the task for its implementation is formulated . In language exercises, the assignment indicates a language unit or structure, the meaning of which should be taken into account when translating . Here, the student's task may include the translation of isolated linguistic units, the transfer of the meanings of the indicated linguistic units and structures as part of statements, the translation of statements containing certain units and structures . In the operational exercises, the task is to use the specified technique during translation or independently choose the appropriate technique and justify the choice and method of its application . Communication exercises include tasks to determine the contextual meanings of linguistic units, interpretation of the meaning of an utterance, selection of correspondences and translation options, and a comprehensive solution of translation tasks when translating utterances and sections of text of varying difficulty . In other words, such exercises develop the ability to carry out individual stages of the translation process as a whole .

An analysis of the features of simultaneous translation allows us to distinguish four types of skills that an interpreter must possess . First, the translator must have skills common to all types of translation . The exception is the ability to analyze in detail the original text, repeatedly compare it with the translated text, and edit and correct this text . Let's remember that simultaneous translation is characterized by one-time perception of the original text and the one-step creation of the translated text . As a rule, it turns out to be impossible to re-refer to the original or translation .

Secondly, there are skills that are necessary for both written and oral , and in particular, simultaneous translation, but in the latter case, requiring a certain restructuring . For example, any translation presupposes the ability to switch from one language to another, to carry out inter-lingual communication . However, with simultaneous translation, this skill must be realized in a short period of time and include significant elements of automatism . In other words, such a skill should be transformed into a translation skill .

Thirdly, it is necessary to develop a special group of skills related to the specifics of simultaneous translation and common to all types of translation . First of all, simultaneous interpretation presupposes a quick and adequate understanding of oral speech delivered at a different pace and with different pronunciation characteristics . Hence the need to develop the ability, and then the skill of full listening . Further, in all types of simultaneous interpretation, an important role is played by reliance on the translator's memory - in this case, short-term (operational) . Therefore, special work is required to develop professional memory, the ability to memorize significant chunks of content (namely the content, and not its expression in the original language) . And, finally, simultaneous interpretation presupposes the ability to reproduce the translation in the form of oral speech . The translator must be proficient in the technique of oral speech in the native and foreign languages, have the necessary active vocabulary and structures, be able to paraphrase his thoughts, and also quickly and timely react to the speech of the speaker .

Fourthly, in each type of interpretation, specific features can be found, implying the development of special skills necessary for the implementation of this type of translation. Such skills are associated with the need to simultaneously perform several actions, to accommodate speech operations of different types. In the case of simultaneous interpretation, it is necessary to have such a skill as simultaneous listening and speaking. This classification of skills reflects their interdependence: the development of the skills of each next group is based on the skills of the previous groups already available to the translator. This also determines the sequence of teaching various types of translation. The types of translation that require more general and less complex skills are studied first, and then more specific types of translation. The optimum appears next procedure instruction translation: translation - translation aurally individual phrases (serial transfer without recording) - two-sided transfer - transfer sheet with - sequential transfer recording - interpretation with visual support - interpretation without visual support. This sequence does not mean that each subsequent type of translation begins to be studied only after the completion of the previous one. It is possible to plan parallel training for several types of translation. So, when dealing with simultaneous translation, a future specialist must not only follow all the above tips and requirements, but also be aware of the nature of his activity, delve into the specifics of the genre in which he works, understand the essence of translation activity, and, only in these conditions, translation work will be a real pleasure and will be a source of pride for a professional.

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