

ENGLISH TO UZBEK SIMULTANEOUS INTERPRETING EXERCISES

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Abstract: In light of Uzbekistan's increasingly frequent economic, political, and cultural ties to other nations around the world, there is an ever-increasing need for interpreters. Universities are looking into a variety of interpretation training methods to help students improve their ability to interpret. Since a long time ago, comprehensive training methods for simultaneous interpretation have been desperately needed. The exercises discussed in this article can be used to teach simultaneous translation from Uzbek into English.

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There would be very few, if any, studies on teaching simultaneous translation from Uzbek into English. Some Uzbek researchers like O.Muminov, I.Gafurov, N.Kambarov give general data about concurrent interpretation in their book "Tarjima nazariyasi va amaliyoti" ("Interpretation hypothesis and practice"), yet techniques for showing this interpretation mode are not referenced. Numerous foreign scholars have conducted studies on teaching simultaneous translation and provided various exercises. For instance, Seleskovitch and Lederer express that concurrent deciphering ought to be gone before by a careful establishing in continuous deciphering [4, p. 616-621]. However, according to Gile [2, p. 3], many programs have a preparatory phase that includes classes in sight translation, liaison interpreting, and written translation. We examined the exercises that train simultaneous interpretation the most effectively. This chapter covers a significant number of different exercises that are typically used as part of the training of simultaneous interpreters at translation faculties, additional courses, and trainings. Each of these exercises aims to develop specific skills and abilities. I.S.Alekseeva, A.G. Falaleev, and A.Malofeeva suggested these exercises.

Alekseeva proposes a more detailed structure for the existing exercises in her book "россионалн тренин ереводика," introduces exercises with complex tasks, and introduces new types of exercises that have proven successful in practice [3]. For the purpose of preparing simultaneous interpreters, she suggests the following activities:

Repeating words that have different meanings. It is pointed toward retaining an suddenly emerged word; becoming accustomed to unexpected information and being able to remember it in a general series without highlighting it because the requirement to maintain the order of the information is strict from the start.

First, in the source language, a series of numbers for easy ear-to-ear repetition; after that, for translation into another language. It is preferable to cover all four types in a single lesson: translation from a foreign language, repetition in the source language, and repetition in another language. Students' ability to switch languages in this manner begins to develop.

Toponyms for non-associative memorization. Here it is necessary to draw a clear boundary between the known and the unknown, as well as between linguistically oriented and exotic toponyms.

Personal names for non-associative memorization.

Material on Realia-money and realia-measures for memory training.

Mnemonic images. Also this exercise is used for non-associative memory.

Mnemonic poems. This exercise is aimed at relieving stress, relieving the stress of learning.

"Snowball". In this exercise the element of absurdity helps to consolidate the skill of non-associative (non-logical) memorization. The skill of stepwise lengthening of the structure merges with the skill of syntactic expansion, only in this case linear expansion is proposed.

Text memorization. The most accurate reproduction of a fragment of text in the native language. 2. The same tasks are pursued by exercises for memorizing text in a foreign language (language of translation). 3. Sampling information on a specific topic from the listened text. 4. Reproduction of text fragments in an unfamiliar foreign language. 5. Reproduction of a poetic text. Writing a dictation consisting of words that students often see in writing.

Reading numbers to students at a fast pace. Students must subtract 10 from each number or add 1, and then translate the answer into a foreign or native language. Such exercises are focused not on expanding the amount of memory, but rather on maintaining memory in a mobilized state and are offered to students as a "charge" at the beginning of a lesson in consecutive and simultaneous translation. A variant of such "charging" can be the translation of a verb with a change in ignorance of face and number.

Memorization of a non-associative series of numbers or / and words. The most common exercises in the preparation process are sight translation, echo-repetition and simultaneous translation.

The next group of exercises are suggested by A.G. Falaleev and A. Malofeeva [1] :

"The Green Apple" It's best to use it at the beginning of a training session to learn how to do more difficult exercises. It is made up of English pairs of words that come from completely different fields. The student must respond to a new pair immediately, translate it, and move on to the next pair. When recording on any device with an audio recording function, translation must be spoken aloud. If you encounter difficulties while performing independent work, you should simply highlight the problematic words and continue translating. After the finish of the illustration, they need to get back to the missed matches furthermore, attempt to recognize designs in the slip-ups. Although the objective of this exercise is to improve one's ability to react quickly and learn new words, its relatively straightforward nature allows it to serve as a prelude to more challenging ones.

Lightning Rodes. Its purpose is to teach the translator how to translate words that are among the most important for both the speaker and the translator. They are used to avoid trouble while simultaneously expressing a very controversial (scandalous, offensive) thought. Some examples of these phrases are "according to," "some experts believe," and "it is considered." The exercise asks you to read the sentences aloud while keeping the so-called "lightning rods," which are already bold, intact. Work ought to be in consecutive mode, gradually, if essential, making notes in a journal. After you have finished translating, you need to read the translations that have already been made.

A Saudi writer could face execution after allegedly insulting Islam's founder. A Saudi Arabian writer faces the death penalty for allegedly insulting the founder of Islam.

You can use this exercise when listening to any speech or reading an article in English. Without delving into speech, you need to tune in to recognize similar words and phrases, developing the skill of automatically recognizing such words in the process of translation.

"What does it mean?" It is aimed at ensuring that the novice translator learns to see the thought uttered by the speaker from the opposite side. During the exercise, the skill of using antonymous translation is developed. This is necessary because often the meaning of the English phrase is clear, but it is not possible to translate it with the same words and in the same order as in the original. This happens because we look at the same phenomenon "through the prism of two different languages". Therefore, it is required to look at the same thought from the opposite side. In simultaneous translation, the interpreter translates the

situation, not the words, because there is a context. And this is what determines what words each of the phrases needs to be translated. Below we present a fragment from the book by A.G.Falaleev and A.Malofeeva "Green Apple", which contains proposals for translation and the translation itself. The authors advise at first slowly, and then faster, to translate each of the phrases into the target language.

1. This knife will stay sharp for life. This knife will never dull.
2. Teachers do not deserve disrespect. - Teachers should be treated with respect.

"Three-one-two". It is aimed at the development of working memory. In this exercise, the student must translate phrases of three words, but in a certain sequence. It is worth paying attention to the fact that when translating such phrases, for example, into Russian, as a rule, the first two words are omitted, the third word is translated, then the first, then the second. The most important thing in this exercise is to learn how to translate three words in exactly this sequence in order to begin to bring this skill to automatism. This skill is essential when translating, for this reason, there are a huge number of such phrases in the English language, especially in science and technology, therefore, this exercise can be considered as a lead-in. Again, in the process of training, you need to record yourself on a sound recording device. At the end of the execution, you should listen to the recording to determine where the difficulties arose and start working on it.

Sight translation. Being one of the types of interpreting, sight translation occupies a different place in the preparation of interpreters in various translation schools. Sight translation exercises contribute to the development of mental skills: the speed of understanding and isolating meanings from the text, the ability to perceive the text as a whole, text synthesis, etc. The student needs to choose an authentic original text of 200-300 words and read it for 3-5 minutes. Next, they need to translate this text, which they want to record on electronic media. Next, the student should listen to their own translation, stopping the recording after each fragment, marking expressions and segments in the original text that seem insufficiently accurate, while making sure that the recording took no more than 7 minutes. At the end, it is necessary to analyze the mistakes made and try to understand their cause (ignorance of vocabulary, inability to find an equivalent, loss of the beginning of a phrase, etc.), as well as find ways to solve them (using dictionaries and search engines).

Walking Maneuver. This exercise is from "Cute muzzles of raccoons" by A.Falaleev and A.Malofeeva. The student's task is to create two separate semantic parts or two or even three phrases in Russian from one English phrase. This skill is necessary when a phrase in English is constructed in such a way that it cannot be translated in a direct sequence. In such a situation, it is important to bypass the difficult place and go further to the end of the phrase. Only when you have finished translating everything else, you need to translate the place where the difficulties arose. This usually creates a separate phrase in the target language. This exercise contributes to the development of the aforementioned skill. Therefore, this exercise is introductory.

"Echo-repeat" or repetition of the source text with a given delay. This exercise is intended to form the skills and abilities of segmenting the source text into units of orientation and working out ways of optimal lag from the speaker. This exercise is one of the most common in the process of preparing for simultaneous translation. A beginner simultaneous interpreter listens to the speaker's speech for 5-7 minutes and repeats it with a given delay, smoothly, in a fairly loud and even voice. It is necessary to bring the exercise to half an hour. Also, this exercise helps to develop concentration.

"Forecasting". It helps to develop prognostic skills. This exercise is divided into two parts: replenishment of notes and completion of the structure. In the process of completing the bills, the participation of an assistant is necessary, who will select a text for the student

and remove individual words or phrases from it, which the student must complete with words that are appropriate in meaning. You can start the exercise in your native language and then continue in a foreign language. Below is an example of this exercise.

"The bill on the deprivation of Russian citizenship for terrorism ... due to the lack of a procedure for revoking a passport. In addition, the deputies will propose to consider involvement in terrorist attacks and extremism not ... but as a formal absence of a goal for obtaining it. Now in the law "On Citizenship" there is already ... a clause stating that those who ... or extremist activities cannot be accepted into citizenship."

Possible options: 1) sent for revision; 2) not reason/grounds for deprivation of the passport; 3) participated in the commission of terrorist attacks.

In the course of the exercise to complete the structure, it is necessary to complete the begun phrase. In this case, context and background knowledge serve as a support. In this exercise, it is possible to use any records of news releases, lectures, trainings, interviews, and speeches as material. It is required to listen to a part of the utterance, then pause the recording and try to continue the utterance that has been started. Then listen to the end of the phrase and compare your own continuation.

Compare. It is also possible to start this exercise first in your native language, then in a foreign one.

Example: "1) The Bank of Russia intends to create a platform for instant transfers...; 2) It is assumed that the new system will allow making payments in favor of other individuals and payment ...; 3) Experts indicated that the new platform could create significant competition..."

"Split Attention". It is necessary to listen to a text in a foreign language 6-7 minutes long. While listening, you need to count in your native language from 1 to 100, from 100 to 1, count in a foreign language from 1 to 100 and from 100 to 1. Then summarize the text you heard in your native language under the record. Listen to the recording. During this exercise, attention develops, concentration increases, as well as the skill of memorizing material.

Simultaneous translation itself. The student needs to pick up an audio or video recording in a foreign language. When using headphones and a sound recording device, you should start simultaneous translation. You should start with 3-5 minutes, gradually bringing the exercise up to half an hour. Then listen to your own translation, determine the places where errors occur, and analyze their cause.

In the process of completing each exercise, the authors advise to write down unfamiliar terms in a glossary, then memorize them, thereby developing memory and increasing the level of proficiency in the working and native languages. They also strongly recommend that you record your speech during each exercise in order to avoid monotony, variation in speech tempo, the use of parasitic words, and the creation of extraneous sounds.

Although, these exercises have been proven themselves in practice, not all of them can be used when teaching simultaneous translation from Uzbek into English because of varying peculiarities of source languages. For example, the exercise "Three-one-two" can not be used as the grammatical structure of Uzbek language totally differs from the grammatical structure of the Russian language. But taking into account the organization and the stages of training process, Uzbek-English interpreter trainers can structure the exercises which can be used and enrich their training program. Training materials should be created in Uzbek as the goal is to train Uzbek-English interpreter students.

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