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SOME METHODS OF TEACHING CONSECUTIVE INTERPRETING IN THE SITUATIONAL CONDITIONS

ANNOTATION

The article analyses the game method, as a method of teaching consecutive interpretation of senior students of a language university. At present, the role of the interpreter as an intercultural intermediary is growing, that implies the mastery of students' skills in interpretation activities in various communication situations. The exercises-games presented in the article allow teachers to model different types of interpretation situations in the classroom and promote the willingness of future interpreters to carry out interpretation activities in real conditions of intercultural communication.

The relevance of the purposeful formation of students' skills in consecutive interpreting is caused, on the one hand, by increased requirements for professional training of an interpreter in the context of reforming the teaching of foreign languages at universities and, on the other hand, insufficiently systematic teaching this important type of interpreting activity to students. In order to increase the effectiveness of teaching students of a language university consecutive interpreting (CI), it is necessary to use various exercises that take into account the psychological characteristics of undertaking interpreting activities. As the practitioners of interpreting claim, the specifics of an interpreter's work is that (s)he often has to deal with subject areas that (s)he is far from due to his/her humanitarian linguistic education. That is why specialists in the field of interpretation training recommend constant expanding their horizons, trying to learn as much as possible special terminology associated with various industries and scientific knowledge. The methods

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ВАЗИЯТЛИ ШАРОИТДА КЕТМА-КЕТ ТАРЖИМАГА ЎРГАТИШНИНГ АЙРИМ УСУЛЛАРИ

АННОТАЦИЯ

Мақолада ОТМ юқори курс талабаларига кетма-кет таржимани ўргатиш методик усули сифатида ўйин методи таҳлилга тортилади. Ҳозирда интермаданий воситачи сифатида таржимоннинг роли ортиб бормоқда, бу эса талабаларнинг турли мулоқот вазиятларида таржима қила олиш маҳоратларини эгаллашларини назарда тутди. Мақолада келтирилган ўйин-машқлар ўқитувчиларга аудиторияда турли вазиятларни моделлаштиришга имкон беради ва натижада бўлажак таржимонларнинг реал шароитларда маданиятлараро мулоқотни амалга ошириш малакаларининг шаклланишини таъминлайди.

Талабаларнинг кетма-кет таржима қилиш малакасини мақсадли шакллантиришнинг долзарблиги бир томондан, университетларда хорижий тилларни ўқитишни ислоҳ қилиш шароитида таржимоннинг касбий тайёргарлигига бўлган талабаларнинг ортиши ва бошқа томондан, талабаларга ушбу муҳим таржима қилиш фаолиятини етарлича тизимли равишда ўргатиш билан боғлиқлигида кўринади. Тил ўқитиладиган ОТМ талабаларига кетма-кет таржима қилишни ўргатиш самарадорлигини ошириш учун таржима қилишнинг психологик хусусиятларини ҳисобга олувчи турли машқлардан фойдаланиш лозим. Таржимоннинг ўзига хос хусусияти шундаки, у ўз соҳасини яхши билиши билан биргаликда бошқа соҳалардан ҳам хабардор бўлиши керак. Мақолада тавсих этилаётган методик усуллар таржимон мутахассислиги талабаларига кетма-кет таржима бўйича кўникма ва малакаларни эгаллашларига ёрдам беради.

described in the article contribute to the process of developing students' skills and expanding their background knowledge.

Key words: consecutive interpreting, theory of translation, interpreter, game methods, conference interpreting, learning process, teaching interpretation, native speakers, speech activity, bilingualism, business game.

Калит сўзлар: кетма-кет таржима, таржима назарияси, таржимон, ўйин усуллари, анжуманлар таржимаси, ўқув жараёни, таржимага ўқитиш, тил соҳиблари, нутқ фаолияти, билингвизм, ишбилармонлик ўйинлари.

INTRODUCTION

The subject of the theory of interpretation training seems to be one of the most important disciplines during the work of an interpreter. In daily work, one has to deal with the question of choosing an interpretation method for adequate message transmission, stylistic coloring, and emotional features of the text. For the quality performance of their work, interpreters need both in-depth knowledge in the field of translation theory and excellent practical skills. This article focuses on some translation training methods and exercises to improve translation skills. The game method of teaching consecutive translation is more detailed described in this paper; exercises for learning are considered.

In the process of organizing CI training, it is necessary to be guided by the goals that are achieved through practical training with the help of exercises. The aim of our methodology is the formation of the interpretation competence of a consecutive interpreter; therefore, the set of exercises used in the learning process should be aimed at developing and improving all the components of this competency.

When learning CI through exercises, certain speech skills are also mastered. We mean the actions of perceiving and processing the message that is, listening in a source language and the actions for formulating and generating translated text in a target language that is, speaking in one's native language.

LITERATURE REVIEW

In the light of the new education paradigm, oriented to the principles of the Bologna process, the global goal of training interpreters is to form a professional competence of a specialist in the process of developing his/her potential and disclosing personal resources. A professional competence is interpreted as a hierarchical system of interacting and complementary competencies.

Among the key professional competences of an interpreter, the new Federal State Educational Standard distinguishes knowledge of the methodology to be prepared for the interpretation. Within this article, we will consider the specifics of the work on conducting effective preparation for the interpretation situation, as well as focusing on the organization of training for this activity in the educational process.

Thus, by interpreting we mean types of professional interpretation, providing for verbal (sound or sign) transmission of an oral message from one language to another (Alikina, 2010).

The program for training of bachelors of linguistics in the "Translation Critical Studies" profile involves mastering such types as sight translation and consecutive interpretation, each of which is characterized by a number of temporal, spatial, technical, stylistic, and substantive features. The focus of our research interest is on consecutive interpretation as a form of interpreting conference at breaks, which is an interpretation of dialogue at major international meetings using two or more foreign languages.

According to D. Gile's definition, conference interpreting involves replacing a speech of a high formal and conceptual level in the source language with a speech in the target language of the corresponding level and integrity (Gile, 1995).

As for the spatio-temporal organization of the work of an interpreter, it is characterized by the "here and now" formula; however, the success of the interpretation process is largely determined by the effectiveness of the preliminary training. According to J. Choi (Choi, 2005), this aspect of the interpretation profession is fundamental, but often underestimated, and sometimes causing confusion on the part of the customer. Nevertheless, as far back as 1952, J. Herbert, the author of the first textbook on interpretation, wrote, that preliminary training was evidence of the professionalism and integrity of the interpreter (Herbert, 2001). It is the preparatory work that helps ensure high quality interpretation: "Preparation is half the battle. When you are prepared, even if you do not understand the phrase or paragraph, you will always know what is at stake, and you can find a wording that fits well with the context" (Walter, 2001).

In order to achieve a decent level of training, as J. Choi rightly observes (Choi, 2005), an interpreter is required to have a high level of "intellectual curiosity" that would encourage him/her to be interested in various fields of knowledge necessary in professional practice. The developed motivation to replenish thematic knowledge should be complemented by the extensive general culture of an interpreter, which can facilitate the process of preparing for the interpretation.

Despite the fact that simultaneous interpretation is recognized as the most stressful type of interpretation, in the process of performing other types of interpretation an interpreter also experiences powerful psychological pressure. In a situation of consecutive interpretation, stressful and "energy-consuming" factors are a long time in public, a high level of formality, the amount of information received for perception (up to 7 minutes), high information richness, a detailed statement in the target language, and dependence on the sound of the speaker's speech (tempo, volume, emphasis), the need to adapt to the speaker's pauses, standing work, simultaneous performance of various actions (listening and writing fixation, reading notes and speaking phenomenon), lags in the record due to the search for a suitable character or abbreviation, the use of a microphone (Choi, 2005).

As noted in the experimental studies of D. Gile (Gile, 1995a), even professionals with great experience and excellent reputation have difficulties, not only when translating technical, information-rich messages with a high pace of speech, but also when translating relatively simple presentations on general topics. One of the causes of these problems is the insufficiently arranged preparations for the interpretation.

DATA ANALYSIS

When planning any lesson, a particular difficulty is the problem of selecting means and teaching methods that are adequate to the subject being studied. Teaching methods are “ways of joint activities of teachers and students aimed at solving learning problems” (Vinogradov, 2001).

When teaching interpretation, the most effective methods are the following:

- reproductive methods (business role-playing games);
- research methods (independent work of students, work with reference books);
- perceptual methods (video lessons, meetings with representatives of Russian-speaking countries);
- logical methods (“language exercises”, “case study” or analysis of certain situations).

Interpretation differs from other types of speech activity not only in the sense that it is carried out in conditions of bilingualism. The use of a foreign language vocabulary in various forms of speech activity creates the need for students to enhance knowledge, facilitates the process of "entering" into professional activity, and provides opportunities for mastering the specialty in more complex models of production processes.

In the learning process, all knowledge is reproduced. The necessary strength of assimilation is ensured by repeated revision of knowledge. Students' reproductive activities must necessarily be combined with creative activities. Business relations always require a creative approach to their implementation.

A business game is a form of reconstructing the objective and social content of a future professional activity of a specialist, modeling the relation systems that are characteristics of this activity, modeling professional problems, real contradictions and difficulties experienced in typical professional problem situations.

Often, in practical classes of a foreign language, such a technique of independent work of students is used as working with a text. The same technique is very appropriate and effective in teaching interpretation.

You can work with a text at the lesson as follows:

Students quickly look through the text to get the direction on the correct perception of the content of the text during subsequent reading. Viewing time is 3-5 minutes. Then proceed to a special type of a text interpretation under the guidance of a teacher: students perform interpretation aloud; during the interpretation process, the connections of words, their subordination or primacy and interaction based on certain external attributes are automatically detected. With such an interpretation, a student can predict words previously unknown to him/her, based on the syntactic and logical-semantic relations of the text. The whole process of mental operations takes place “openly”, which makes it possible to immediately correct the reader’s incorrect actions. Working on the text, students learn to determine the topic of the text by key words and fragments, master the techniques of the so-called “compression” of the text, generalization of the content. Independent work with this approach is aimed at expanding the vocabulary, which is ensured by its intensive repeatability both in ad-

ditional texts and in lexical and grammar exercises. All tasks involve the active use of language tools. This way, students are trained to extract, synthesize and analyze professionally relevant information.

Thus, one of the most effective ways to implement an independent form of organization of educational activity is differentiated individual tasks that free students from mechanical work and can significantly increase the amount of effective independent work with less time.

Perceptual methods are methods of organizing and implementing the sensory perception of educational material. A video lesson is one of the perceptual methods. During such lessons, interpretation skills are developed. After viewing a small part of the text, students translate it. Errors are immediately indicated and discussed, and the interpretation is corrected. Thus, each student can try himself/herself as an interpreter. It should be noted that video-clips or excerpts from them should be selected on a professional topic. While watching video-clips, active comprehensive training is carried out, namely: memory training, language-to-language switching training, tempo training, and vocabulary work.

The video method includes educational and upbringing functions, which is due to the high efficiency of the impact of visual images. The information presented in a visual form is the most accessible for perception; it is absorbed more easily and faster.

Meetings with representatives of English-speaking countries are undoubtedly an effective method in the process of teaching interpretation. During such meetings, students have an opportunity to communicate with native speakers, can join their culture and traditions. Such meetings help students to overcome the language barrier, adapt more quickly to different communicative situations, and make the right decisions in a timely manner. And also such meetings force students to activate their vocabulary both on everyday topics and on professional ones.

We attributed to logical methods, language exercises of pre-interpretation and interpretation nature, providing the formation of interpretation skills. This set should include exercises to overcome interpretation difficulties, to compare different interpretation options and analyze interpretation errors, to rephrase and interpret the source text and the text of the interpretation, to translate oral and written speech. The essence of the exercises, during which interpretation correspondences are introduced and fixed, is reduced to the fact that on the material of the same texts containing the most common vocabulary, various types of interpretation and retelling are performed as many times as necessary for a sufficiently solid assimilation of interlanguage correspondences. Monotony is overcome by setting a different task each time.

Without properly organized exercises, it is impossible to master educational and practical skills.

Another method that should be attributed to the group of logical methods is a "case study" or analysis of a specific situation. The method of analyzing a specific situation should be combined with the reproductive method, i.e. by the role-play method, after which there is a discussion of students' work done, errors are analyzed, the corresponding conclusions are made, or with the perceptive method, when after

watching the video material, a discussion with analysis of the specific situation also takes place. Thus, students learn from their own and others' mistakes.

Game method as a method of teaching consecutive interpretation

Recently, in many areas of science there has been a restructuring of practical and working methods, in particular, various kinds of games are becoming more widespread (Alekseeva, 2004). The game method is sometimes used when learning consecutive interpreting. The lesson simulates the situation of interpretation: for example, an interview or a conversation between two foreigners through an interpreter. As "speakers" for training native speakers are usually involved. To control the interpretation process, at least two teachers must participate in the lesson. The topic and key issues, as well as issues that will be discussed in "negotiations" or "interviews," are prepared in advance. Such classes are extremely useful for developing interpretation behavior, interpretation tactics and didactic as a model of the communication situation through the interpreter: you can really feel the consequences of the interpreter's mistakes and observe what their result may be. However, in interpreter training systems, this method is not often used, since it requires large teaching costs. And if the interpreter was able to participate in several such classes – his/her happiness. This will facilitate his/her entry into professional activities.

The training possibilities of using the game method have been known for a long time. Many scholars involved in teaching foreign languages rightly drew attention to the effectiveness of using the game method (Bao, 2015). This is due to the fact that the game manifests itself especially fully, and sometimes unexpectedly, of the ability of any person. The psychological mechanisms of game activity are based on the fundamental needs of the individual in self-expression, self-affirmation, self-determination, self-regulation and self-realization.

In human practice, gaming activity performs the following functions:

- entertaining;
- communicative;
- diagnostic (identification of deviations from normative behavior, self-knowledge during the game);
- game therapy (overcoming various difficulties encountered in other types of life);
- self-realization (manifestation of abilities and hidden opportunities);
- interethnic communication (assimilation of the same sociocultural values for all people);
- socialization (inclusion in the system of public relations).

The game method in teaching consecutive interpretation is used in the following cases:

- 1) as an independent method for the development of a certain topic;
- 2) as elements (sometimes very significant) of some other methods.

The game always involves certain stresses of emotional and mental forces, as well as decision-making skills. The desire to solve these issues exacerbates the mental activity of the players. A positive fact is that a student also speaks a foreign language.

It follows from this that the game method is fraught with rich learning opportunities.

A feature of the game method is that everyone in the game is equal. It is feasible for almost every student, even one who does not have sufficiently strong knowledge of the language. Moreover, a student who is weak in language training may become the first in the game: resourcefulness and quick wit here are sometimes more important than knowledge in the subject. A sense of equality, an atmosphere of enthusiasm and joy, a sense of feasibility of tasks – all this makes it possible for a student to overcome the shyness that interferes with freely using the words of a foreign language in speech, the fear of mistakes is reduced, and has a beneficial effect on learning outcomes. Language material is imperceptibly assimilated, and at the same time a feeling of satisfaction arises, a student can already speak along with everyone.

The objectives of the game method in teaching consecutive interpreting

The use of the game learning method contributes to the achievement of important methodological goals, such as:

- creating a student's psychological readiness for a verbal communication;
- ensuring the natural need for their repeated language material;
- student training in choosing the right speech option, which is a preparation for situational spontaneity of speech in general.

The implementation of gaming techniques and situations occurs in the main areas:

- the didactic goal is set to students in the form of a game task;
- educational activities are subject to the rules of the game;
- educational material is used as its means; an element of competition is introduced into educational activity, which translates the didactic task into a game one;
- successful completion of the didactic task is associated with the game result.

Types of games

The place and role of the game method in the educational process, the combination of game elements and teachings, largely depend on the teacher's understanding of the functions and classifications of various kinds of games.

Games are divided by type/activity into: 1) physical (motor); 2) intellectual (mental); 3) labour; 4) social; 5) psychological.

By the nature of the pedagogical process, the following groups of games are distinguished:

- 1) educational, training, controlling, generalizing;
- 2) cognitive, educational, developing;
- 3) reproductive, productive, creative;
- 4) communicative, diagnostic, career guidance, psycho-technical.

By the nature of the game's technique, the games can be divided into: 1) subject, 2) story, 3) role-playing, 4) business, 5) imitation; 6) dramatization games.

The specificity of the game learning method is largely determined by the gaming environment: they distinguish between games with and without objects, table-room, on-site, computer, as well as with various means of transportation.

If we consider the game in terms of a target orientation, then in this case we can

divide the games into:

1. Didactic, which is used to expand one's horizons and cognitive activity, they form certain skills necessary for practical activities, in the course of their implementation, general educational skills and work skills are developed.

2. Educators who instill independence, will, cooperation, collectivism, sociability and communicativeness, form certain approaches and positions, moral, aesthetic and worldviews.

3. Developing, which develop the motivation of educational activity, attention, memory, speech, thinking, imagination, creativity, empathy, reflection, the ability to compare, contrast, find analogues, optimal solutions.

4. Socializing, introducing to the norms and values of society, adapting to the conditions of a certain environment, teaching communication.

The place of the game in the lesson and the time allotted to the game depend on a number of factors: the preparation of students, the material studied the specific goals and conditions of the lesson, etc. Games can be grammar, lexical, phonetic, spelling ones. All of them contribute to the formation of speech skills.

Training students to use grammatical structures, which requires their repetition, tires students with their uniformity, and the effort spent often does not bring quick satisfaction. The use of game teaching methods will help to make boring work more interesting and exciting.

Quality control of interpretation activity is carried out during exercises-games (listening to student translations during reading, translation). In addition, students record their translations on the recorder. Materials are used to verify, analyze, compare and process the results of experimental training.

In accordance with the peculiarities of the CI implementation, it seems to us necessary to identify the stages of mastering the CI and sections of exercises to achieve certain goals at various stages.

Advanced CI training should be preceded by an introductory theoretical lesson, the purpose of which is to acquaint students with brief information about the psycholinguistic features of CI and its components, psychophysiological skills (stress resistance, loudness and clarity of speech, good memory, clear perception of hearing). Here we demonstrate how to achieve the main goal of the course – the implementation of CI at an advanced level, i.e., exercises to teach CI and methods for assessing students' performance of exercises.

The same game can be used at different stages of the lesson. But it all depends on the specific working conditions of a teacher, his/her temperament and creative abilities. It should be noted that with all the attractiveness and effectiveness of the game method, it is necessary to observe a sense of proportion; otherwise the games will tire students and lose the freshness of the emotional impact. The success of using games depends on the atmosphere of the necessary verbal communication that a teacher creates in the classroom. It is important that students become accustomed to such communication, get carried away and become participants in this process together with a teacher. Confidence and ease of communication between a teacher and students,

arising due to the general gaming atmosphere, makes students have serious conversations, discuss any real situations, since a foreign language lesson is not only a game. Experience convinces that the use of the game-based learning method contributes to the development of cognitive activity of students in language learning.

It is necessary to stop on a role-playing game. Role play is used to solve complex tasks of assimilation of new material, consolidation and development of creative abilities, as well as for the formation of general educational skills. It provides an opportunity for students to understand and study the teaching material; different positions.

The structure of the game as a process includes:

- a) the roles assumed by the players;
- b) game actions as a means of undertaking these roles;
- c) game use of objects, i.e. replacement of real things with a game, conditional;
- d) real relations between the players;
- d) the plot (content) – the area of reality, conditionally perceived in the game.

The teacher's task is to select the necessary situations-illustrations and situations-problems on a specific material, prepare didactic material: task cards for each, select groups of students and assign roles, set a task by which students should express their point of view, think over expected answers and remarks, show interest and attention to students during the game.

The listed games are aimed at developing the ability to carry out CI with a specific combination of actions and operations and the ability to distribute attention (the ability to make decisions and make speeches in TL without the active participation of consciousness).

The role-playing technology consists of the following steps:

1. Stage of preparation. Preparation of a role-playing game begins with the development of a scenario – a conditional display of a situation and an object. Then a game plan is drawn up. The teacher should have a general description of the game procedure and clearly present the features of the characters.

2. Stage of explanation. At this stage, the game is being introduced, the orientation of the participants, the definition of the operating mode, the wording of the main purpose of the lesson, and it is also necessary to justify the statement of the problem and the choice of a situation. Issued in advance prepared packages of necessary materials, instructions, rules. If necessary, students seek help from the teacher for further clarification. The teacher should set students on the fact that they can't be passive about the game, violate the rules and ethics of behavior.

3. Stage of the process of the game. At this stage, students play the situation they have proposed, performing certain roles.

4. The stage of analysis and generalization. At the end of the game, the teacher together with students conducts a generalization, i.e. students exchange opinions on what, in their opinion, has turned out, and on what else it is worth working. In conclusion, the teacher notes the results achieved, notes the mistakes, formulates the final result of the lesson. In the analysis, attention is drawn to the correspondence of the

used simulation with the corresponding area of the real situation.

Pros and cons of the game method

The significance of the sight translation for mastering the skills of simultaneous interpretation and for real interpretation practice seems to us obvious. Sight translation helps the brain tune into “multitasking”: one section is busy searching for information, another is predicting and so on. In other words, students learn to distribute attention between several tasks, as happens with simultaneous interpretation. Prediction in sight translation is usually understood as predicting the author’s thoughts. But at the same time there is a risk of guessing incorrectly, the risk of error, as well as the risk that completing the interpretation before the speaker is silent, will become a habit. In fact, forecasting provides an interpreter with a margin of time to optimize both the forecasting process itself and the processes of analysis, understanding of the text, and phrase construction. This is a complex mechanism that deserves more detailed consideration. Sight translation allows students to develop the necessary speed of reaction when searching for an equivalent from a “working” vocabulary, teaches them to clearly formulate a thought (choosing a suitable synonym, skillfully structuring a phrase).

If a sight translation is recorded, then this makes it possible to listen to oneself, gradually getting used to one’s own voice, which is extremely important for current self-control (for repetition, poor diction, reservations, etc.). In addition, regular lessons of sight translation increase the endurance of a future interpreter.

It is important to put students in real interpretation situations in the learning process, which require the ability to quickly find information in the text, viewing it vertically or diagonally, noting for themselves fragments containing precision information, such as a quote or numbers.

It seems that the sight translation combines the maximum of principles that are important for an interpreter; the list is not exhaustive and can easily be supplemented. Students who successfully cope with the sight translation usually do not have problems with simultaneous interpretation. Some interpreters regularly perform it for training, preparing for the conference, or just before entering the booth.

Although sight translation is still rarely used in training sessions, this is a very useful exercise for future interpreters at all stages of training. A thoughtful, comprehensive approach to this discipline will allow a teacher to deepen its subject content and pass on his/her professional experience to students, while improving his/her qualifications.

CONCLUSION

The subject of the theory of translation training seems to be one of the most important disciplines during the work of a interpreter. In daily work, one has to deal with a question of choosing a translation method for adequate message transmission, stylistic coloring, and emotional features of the text. For the quality performance of their work, interpreters need both in-depth knowledge in the field of translation theory and excellent practical skills.

In this article we analyzed the concept of interpretation, its basic principles,

teaching methods and types. In more detail in this paper the most effective methods of teaching consecutive interpretation are described, game methods for teaching interpretation and types of games are considered. The game method as an independent method of teaching interpretation was formed relatively recently. Often, the method is positioned only as an effective exercise in teaching interpretation. The term “game method” is understood to mean the type of activity in the conditions of situations aimed at recreation and assimilation of social experiences in which self-management by behavior develops and improves. Some interpreters of international organizations (for example, the UN, WB) find the game method useful for enhancing skills and accelerating the pace of work.

There are different opinions about the game method of teaching consecutive interpretation. Some teachers consider the game method of teaching interpretation effective, they believe that exercises should be close to the realities of interpretation activity. Others are adherents of classical teaching methods.

The significance of the game method for mastering consecutive interpreting skills and for real interpretation practice seems to us obvious. The game method helps the students navigate in an unfamiliar situation, increases students’ motivation and gives them more confidence in their work.

Although the game method is still rarely used in training sessions, it is a very useful exercise for future interpreters at all stages of training. A thoughtful, comprehensive approach to this method will allow a teacher to deepen a subject content and pass on his/her professional experience to students, while improving his/her qualifications.

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