EVOLUTION OF INTERPRETING STRATEGIES IN SIMULTANEOUS INTERPRETING

Gulcharos Sotiboldiyeva
Graduate Student, Uzbekistan State World Languages University
*Scientific advisor: **Alisher Khamidov***
Uzbekistan State World Languages University

Simultaneous Interpreting is arguably the most complex interpreting process. Initially proposed to used prior to World War II, simultaneous interpreting was however not in favor by conference delegates due to the inability to check for errors or mistakes during the interpreting (Herbert, 1978, as cited in Al-Zahran, 2007). It was until the Nuremberg Trial in 1940s that SI was recognized and then widely used to replace consecutive interpreting (Bowen & Bowen, 1984, as cited in Al-Zahran, 2007). One significant reason for its popularity was none other than SI was effective to solve an issue of interpreting more than two languages for a larger mass which was time saving (Ramler, 1988 as cited in Al-Zahran, 2007). Its complexity, simultaneity, and speed traits, however, make those who aspire to be a simultaneous conference interpreter mostly unable to fulfill (Moser-Mercer, 2000).

Generally, SI can be defined as "the act of converting the meaning of naturally occurring sentences in one language into sentences of another language" (Isham & Lane, 1993, p.242). The speaker will not be interrupted during speaking (Chen & Dong, 2010; Christoffels & De Groot, 2004). Obviously, having such benefits implies that SI has a complex process underlying its undisputable performance. At the same time, a simultaneous interpreter needs to listen to what the speaker is saying (Daro & Fabbro, 1994) and to "comprehend and store input segments in the source language, transform an earlier segment from source to target language, produce an even earlier segment in the target language, and cope with time pressure since SI is externally pace" (Christoffels & De Groot, 2004, p.227).

Process knowledge is being aware of how to do something or learning connections between stimuli and responses and subserves motor or cognitive skills; it is the knowledge of how to perform a task, the know-how and is directly applied to that task. It includes a set of sequences and determines actions to be carried out for each part of the sequences and determines actions to be carried out for each part of the sequence without conscious decision; consequently it is their concurrent taking place that leads to the accomplishment of the task. Procedural memory is linked to actions and can be used without conscious thinking; therefore, it is not easily verbalized. (Alessandra Riccardi, Processus et cheminements en traduction et interpretation, 2005).

To conclude, it is worth mentioning that strategies have proven a useful instrument both in research and teaching, because they point to typical interpreting occurrences resulting from the SI process. They may, therefore, be grouped into general interpreting strategies, independent of the language pair used, or into general

interpreting strategies, taking into account solutions imposed by structural and lexical diversities of the languages utilized (Riccardi 1999). Moreover, strategies may be used to assess development and improvement in SI performance assisting students to move away from the words towards the message.

REFERENCES:

1. Al-Zahran A. (2007). The Consecutive Conference Interpreter as Intercultural Mediator: a Cognitive-Pragmatic Approach to the Interpreter's Role (Doctoral Dissertation).

2. Daro V. & Fabbro F. (1994) Verbal Memory During Simultaneous Interpretation: Effects of Phonological Interference. Applied Linguistics, 15(4), 365-381.

3. Riccardi A. (2005). On the Evolution of Interpreting Strategies in Simultaneous Interpreting. Meta, 50 (2), 753–767.

4. Ika Kana Trisnawati. Strategies in Simultaneous Interpreting: a Review. (Article).