

IMPORTANCE OF TRAINING PROGRAMS FOR SIMULTANEOUS INTERPRETERS

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Training program is a set of variety of practical tasks in the interpretation process. The article deals with the importance of Training program for Simultaneous interpreters in the first stages of simultaneous interpreters, and identify the main principles as well as importance of training simultaneous interpreters and effects of training process.

Simultaneous interpreting is a mode of interpreting in which the speaker makes a speech and the interpreter reformulates the speech into a language his audience understands *at the same time (or simultaneously)*. In the world of language services, simultaneous interpretation can be classified as the most demanding. The interpreter must have excellent language skills and more than average fluency in two languages. Further, he or she must be mentally prepared. Being a simultaneous interpreter means correctly interpreting what is being said while injecting the nuances necessary in the target language. The environment itself can already be stressful. The interpreter cannot consult a dictionary to look up unfamiliar expressions and terms, which is reason enough to have excellent proficiency in the source and target languages. The interpreter must be fully confident of their speaking skills. The job demands that the interpreter must also be skilled in improvisation.

Theoretical and experimental studies of simultaneous translation and the first steps of training for simultaneous interpreters appeared only in the mid-60s of the XX century. This means that more precise requirements for simultaneous interpreters, selection criteria for training were formed, existing knowledge about the process of simultaneous translation, its techniques and strategies were arranged, and new ones were rapidly accumulated. At the moment, the theoretical basis for training professional simultaneous interpreters of various language pairs has been formed.

Alekseyeva believes, that for high-quality training of interpreters, in particular, simultaneous interpreters, educational institutions need 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), scenario methods for creating a translation situation as close to reality as possible. Now, there are two factors in interpreting those manuals for training specialists in simultaneous translation, and areas of training for simultaneous interpreters.

Zubanova notes that despite the same functions, the design of the consoles is completely different. Therefore, before starting work, the translator should learn the following: how to turn the microphone on and off; how to adjust the volume in the headphones; how to switch the microphone from one translator to another; how and by whom to switch the channel from language to language; how to switch from the speaker to other booths. (Zubanova, 2011. P. 37)

What manufacturers of simultaneous translation booths sometimes miss is the ease of handling the control panel. For example, touch buttons may stick, and you can forget to disable the “mute” button if it requires additional pressing. Channel switching should also be as quick and easy as possible. Sometimes, preference is given to the system of “tour guide”, originally intended for tours. The translator has a transmitter, microphone, and headphones, and the speaker has a microphone.

In Basic Concepts and Models for Interpreter and Translator Training, we would like to provide the following information about training activities. The famous interpreting professor Daniel Gile (1995:179) generalizes the mode of simultaneous interpreting: $SI = L + M + P + C$. That is simultaneous interpreting = listening and analysis + short-term memory effort + speech production + coordination. All of that needs the interpreter to spend a lot of time and energy. To be a good and qualified simultaneous interpreter, besides his own gift and experience, a strong will and perseverance, he should receive some training to gain adequate ability and knowledge. A Shadowing Exercise Learners repeat what they have heard such as speech, news at the same pace. The purpose of the training is to cultivate learners' split of attention and the skill of speaking while listening. It is better to do this training in mother tongue at first, and then other languages. At the beginning stage, learners can repeat immediately after they hear something; little by little, they should delay and then repeat. When training, they should listen, speak and think at the same time. Even after repeating for 10 minutes, they can still retell the main idea. Thus, after 2 or 3 months, they can step into next stage. B. Outlining Exercise It is the continuing stage of shadowing exercise. Reading a paragraph after a speaker or someone else, learners should pause to outline its main idea, firstly in mother tongue, then in foreign languages. C. Simulation Training If possible, learners can carry out simulation training, which will create a real situation and atmosphere. They set the themes, prepare speeches, deliver the speeches in turn and interpret simultaneously in turn with the related necessary equipments. Of course, if some famous specialists are invited to give assess, it will be more useful. This method not only trains learners interpreting skills but also helps them to master another important skill – public speech. (Gile, D. 1995).

To conclude we would like to mention that based on the information provided, it can be said that the key to the success of the proposed concept is the working on effectively by means of training programs in simultaneous interpretation and their proper level of familiarity with them. This can be facilitated by a set of training activities that include promoting the latest trainings of SI. The modern equipments for simultaneous translation that is diverse in price and quality, which is not only convenient, but also difficult, the interpreter must be able to quickly understand the operation of new equipment and adapt to management. When organizing simultaneous translation, it is desirable to exchange the views of the customer and the translator, since the working conditions have a noticeable impact on the quality of translation.

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