

ВОПРОСЫ ЛИНГВИСТИКИ И МЕТОДИКИ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

УДК 811

TEACHING TECHNIQUES IN SIMULTANEOUS TRANSLATION

Astreiko Anastasiya, Master in Philology, astrejko.a@polessu.by,
Polessky State University

The article examines the features of oral translation in general and simultaneous translation in particular, the stages of training in simultaneous translation. The goals and functions are defined. It is noted the role of independent work and the use of modern educational technologies in the educational process.

Keywords: simultaneous translation, oral translation, shadowing, teaching methods.

Whatever the translation is oral or written, it fits the general definition made by L.S. Barkhudarov: "Translation is the process of transforming a speech in one language into a speech in another language while maintaining an unchanged plan of content - meaning" [1, p. 11].

There are various classification criteria for oral translation. The key one is usually the time of correlation with the original message. According to this criterion, oral translation is divided into consecutive and simultaneous. In the first case, the interpreter listens to the speech and writes down some part of it (usually several sentences). When the speaker pauses, the interpreter, relying on his notes and memory, repeats what was said in the target language. The simultaneous interpreter does not wait for a pause, but interprets the speaker continuously. In a few seconds, he must convey not only the meaning of the words, but also the tone, nuances and intonation of the person standing at the podium. The simultaneous interpreter is not only given less time to interpret, but he is also imposed a speaking rate of interpretation. It needs to match the speaker's speech rate. In addition, the so-called segmental nature is a feature of simultaneous interpretation: the simultaneous interpreter translates the text in segments as they are received, whereas the consecutive interpreter (as in written translation) first listens to the entire text.

These features make simultaneous translation very difficult to master. We can mention that there is a traditional formula of oral translation – if you want to translate, you need to know two languages and the subject of the conversation. Perhaps it is least applicable to simultaneous translation. It is known that not every person who is fluent in a foreign language is capable of professionally engaging in simultaneous translation [3, p. 6–7].

Despite all of the above, simultaneous interpretation is becoming increasingly widespread not only at major international conferences, but also in the area of multilingual business contacts.

Proficiency in simultaneous translation can be provided by various combinations of knowledge, skills and abilities and it can be based on various levels of their development. First of all, it is quite obvious that by the time the student begins studying simultaneous translation, he or she should not experience any serious problems in mastering the working languages. If we talk about foreign languages, the language barrier should be overcome, pronunciation should be established, the grammar system should be mastered, and the vocabulary should be extensive. In other words, it is possible to develop skills in simultaneous translation only on the basis of good knowledge of the working languages (both native and foreign). [2].

There are three main stages when learning simultaneous translation:

- *theoretical* – accumulation of theoretical knowledge in the field of simultaneous translation;
- *preparatory* – development of qualities necessary for mastering the skills and abilities of simultaneous translation. The educational materials of the preparatory cycle are written texts and audio/video recordings of exercises, speeches of speakers and translators for demonstration;
- *training* – development of professional skills and abilities in simultaneous translation. The training materials of the training cycle are texts and audio/video recordings of public speaking speeches for written translation and subsequent simultaneous reading of a pre-translated text, texts and audio/video recordings for simultaneous translation from sight with and without preliminary preparation, and audio/video recordings for simultaneous translation by ear [3, p. 135–136].

It seems advisable to organize independent work of students at each of these stages. Since the profession of an interpreter presupposes constant professional development, it is necessary to form the need for constant self-education in future specialists at the training stage. You are to regular listen to BBC World Service (or Voice of America) programs, not only news, but also business, literature and artistic programs, comments on various topics. It is a very significant area of information and general linguistic training, which develops not only listening skills, but also expands and deepens general knowledge [2, p. 32-33].

When teaching simultaneous translation, it is advisable to use the well-known methodological approach "from simple to complex". The main task of the initial stage is to overcome the fear of simultaneous translation. At first glance it is a physically impossible combination of several types of activity that must be done simultaneously. We may add the fear of the booth (confined space) and technical equipment that is used during translation [1].

Carrying out this task, it is necessary to perform a set of preparatory exercises to demonstrate the ability to listen, perceive the meaning and word it in the target language simultaneously. The simplest of them is "Shadowing": repeating the speaker's speech word for word in the same language with a lag of one or two words. This exercise excludes the act of translation, but it allows to listen and speak simultaneously. This exercise can be repeated several times, alternating languages. Gradually, the task can be made more difficult by using the so-called "Shadowing with the Twist" or "Free Shadowing". In the first case, the student must let the speaker go not for 2–3 words, but for a whole sentence, and thus it almost comes close to consecutive translation. In the second case, the task is not simply to repeat what was said, but to repeat it, if possible, in different words.

Another widely used preparatory exercise is reading a text silently while simultaneously counting out loud (the languages of the text and counting, as well as the direction of counting, may vary). After completing the reading, the teacher suggests conveying the content with maximum preservation of the meaning and factual information. The exercise demonstrates the possibility of simultaneous visual perception of the text and speech production.

The next exercise may be listening to an audio recording (or the teacher's voice) while simultaneously counting out loud. Finally, you can make the student's task as difficult as possible. The student is to simultaneously read a text to himself, listen to another text, and "shadow" the latter, i.e. he performs three types of activity simultaneously.

On the other hand, at the earliest stages of learning simultaneous translation, it is possible to demonstrate the capabilities of simultaneous translation even without stable skills, but under certain conditions. Such conditions are a good familiarity with the content of the text to be translated, and a very moderate pace of reading this text. For example, at the very first lesson, the teacher can ask students to recall together in Russian the content of a fairy tale which is well known from childhood, talking through the entire development of the plot. After this, the students take their places in booths and carry out simultaneous translation from the voice of the teacher, who reads the fairy tale in a foreign language at a moderate pace. As a result, you can hear a very good simultaneous translation at the very first lesson, although in artificially created conditions. However, this solves the main problem: phobias are removed and the fundamental possibility of simultaneous translation is demonstrated.

A more realistic exercise is the simultaneous translation of individual words, expressions and sentences, which are memorized by students in advance as equivalent correspondences. For example, the translation of formulas of politeness, gratitude, introductory phrases of a general nature and any other ritual formulas that are traditionally pronounced at any international conference and which Lynn Visson aptly calls "flowers" [4, p. 254]. Such exercise is very useful and allows future translators to expand the knowledge of all sorts of stamps and clichés that will be very useful to them in practical work. Speech formulas can be presented by topic: expression of gratitude to the chairman of the meeting, expression of gratitude to the organizers of the event, expression of confidence in the success of the event, expression of condolences, etc., and also the reading speed can vary.

When moving to the next stage, it is advisable to work with a prepared text. Students receive the text in advance and prepare an oral translation in a calm home environment. At the beginning of the lesson, the teacher suggests arranging a "translation briefing" (as often happens in a real situation before the start of an event), during which students exchange translation solutions, ask questions and receive answers. If the teacher thinks that this is enough, she suggests that the students perform simultaneous translation in

the booths. If the teacher is not sure that the students are ready for high-quality translation, she suggests that they first translate the text together from sight and find the best options, and only then invite them to take their places in the booths. Satisfaction from a well-done translation strengthens students' confidence in their own abilities, and the translation solutions found independently or jointly are remembered and serve as a good basis for further work. In addition, with a minimum number of language errors, it becomes possible to pay more attention to the presentation and the correct use of technical equipment.

Based on the above, it can be said that training in simultaneous translation should be carried out in different stages. At the same time, much attention should be paid to the effective organization of independent work of students, including modern information technologies, since this is a prerequisite for their future successful professional activity.

References

1. Barkhudarov, L.S. Language and translation (Questions of general and particular theory of translation) / L.S. Barkhudarov. – Moscow : International Relations, 1975. – 240 p.
2. Chuzhakin, A.P. Basics of consecutive translation and translator's cursive writing / A.P. Chuzhakin, S.G. Spirina. – Moscow : Publishing house Eksprimo, 2007. – 88 p .
3. Shiryaev, A.F. Simultaneous translation: Activities of a simultaneous interpreter and methodology teaching simultaneous translation / A.F. Shiryaev. – Moscow : Voenizdat, 1979. - 183 p.
4. Visson L. Simultaneous translation from Russian into English. – M.: R. Vatapes, 1999. – 356 p.