



MAIN CONCEPTS AND FEATURES OF SIMULTANEOUS INTERPRETATION

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ABSTRACT: - This article aims that every translators and interpreters who are conducting with foreign languages and native languages, especially, English (it is clear that is the most important language on a large scale nowadays), are helped how to study or how to use practically and effectively. For instance, if one person like a student or a pupil wants to find out something from English, by participating simultaneous interpretation courses he or she can be educated with main concepts and features of it. So, the article shows any kind of methods for translators how to translate English speeches simultaneously in a short time and also it trains any amount of ways for trainers how to pick interpreting education up like a self-study without taking part in courses.

KEYWORDS: Simultaneous interpretation, modes of Interpreting, consecutive Interpreting, cohesive, rhetorical, attitudinal, cognitive compliments, delegate.

INTRODUCTION

Firstly, it is better to start some definitions with saying of the Greek and Uzbek scientists and philosopher relating to this theme which is based on creating some discoveries of teaching and learning simultaneous interpretation. Translation - the process of changing something into a different form, learning- the activity of obtaining knowledge. As far as we know, every kind of translator

has got his or her own methods of interpretation which it makes interpreters be eager to learn each difficult language translations.

Sometimes, it is thought that what kind of translator am I or what kind of interpreter am I. To thoughts, nobody can be perfect translator or interpreter every time in conferences and meetings. Everybody can do

“MAIN CONCEPTS AND FEATURES OF SIMULTANEOUS INTERPRETATION”

all of the tasks which are related to their own specializations such as interpretations. Some of the learners, who are learning in the connection with translating process, should be ready for atmosphere of translation. But, sometimes each of them can't do well their tasks. However, it is clear that each interpreter can or must be prepared for his or her meetings responsibly. If someone's mood is not well, that person cannot take part in that process. What acting belongs to the mood? However, either translator or interpreters try to do translations bottom of their heart that have a deep responsibility. Most people want that others estimate what they do their translation and what they participate at interpreting process. To the fact of some interpreters, if one interpreter begins to do his or her interpretation, he or she concentrates on writing some notes or thinking it which may be it is a making-note. Some like that if they are going to do these tasks, especially they're going to make a note. They listen to the person attentively, paying attention to their every word which they are using in their speeches. To knowing, if some listen to the speech, they can be as browsing through information. It is obvious that every interpreter should find out the differences between consecutive interpretation and simultaneous one.

The Principle Modes of Interpreting

1. Consecutive Interpreting: It involves the interpreter in taking notes of what is being said. At the end of each fairly large chunk of speech, the interpreter gives an oral translation (normally in reduced form) with or without the help of notes.

2. Simultaneous Interpreting: It is usually conducted in special booths where the interpreter listens through earphones and sometimes watches what is going on at meetings. As the statement of the speaker

proceeds, it is translated simultaneously into other language at conferences.

As it is known, those types of interpretations are so significant that are much used in today's meeting interpretations. It is not easy to imagine the progress of the country and society at the level of modern requirements without science. These kinds of styles play the most efficient role in the interpreting delegates' speeches. By this, it is through them that modern simultaneous interpretation skills as well as a great range of vocabulary are required and theories are formed, creating a solid foundation for future applied innovation and development.

It is worth noting that the role of the Russian language as a tool in the interpreting speeches consecutively and simultaneously, because Russian is used mostly as a second language.

It is true that all well-formed texts, oral and written, possess all of the following characteristics :

They are cohesive in texture

They are coherent and exhibit a particular structure

They serve a clear rhetorical purpose as texts

They relay specific attitudinal meanings at discourse.

They are in keeping with the requirements of certain conventional formats as genres

They serve a set of mutually relevant communicative intentions pragmatically

They stand out as members of distinct registers

In other words, lots of teaching main concepts and features are formed in various books by scientists as well translators or interpreters:

“MAIN CONCEPTS AND FEATURES OF SIMULTANEOUS INTERPRETATION”

¹”In the first of these, the interpreter listens to the totality of speaker’s comments, or at least a significant passage, and reconstitutes the speech with the help of notes taken while listening; the interpreter is thus speaking consecutively to the original speaker. Some speakers prefer to talk for just a few sentences and then invite interpreters. The interpreter can perhaps work without notes rely solely on their memory to reproduce the whole speech. In practice, if interpreters can do a five-minute speech satisfactorily, they should be able to deal with any length of speech.” What qualities and skills are required for success as an interpreter in the field? Although relatively little empirical research has been carried out on this subject. A survey of articles written suggests some agreements of the following:

1. ² Profound knowledge of active and passive languages and culture.
2. Ability to grasp rapidly and convey the essential meaning of what is being said.
3. Ability to project information with a good voice.
4. Wide general knowledge and interest and a willingness to acquire new information.
5. Ability to work as a participant or a delegate of the conference.

³ Simultaneous translation is taught after consecutive and the basic principles of interpretation are mastered:

- Correct listening
- Correct use of cognitive compliments
- To express idea clearly

So that the training in simultaneous can focus on the specific difficulty of that mode of interpreting. Training students in

¹ Omon Muminov, “A guide to simultaneous translation” book, published in 2005, it is given on page 5

² Weller 1983; Gerver, Longley, Long and Lambert 1984;

³ Omon Muminov “A guide to simultaneous translation”, 2005, it is given on page 9

simultaneous translation is to produce worthy interpreters therefore; it is a heavy responsibility for teachers. The system designed for word translation has to be used for real interpretation where understanding sense and spontaneous are decisive. In addition to this, the language, the language structure, the grammar and the phonetics in both must be taught. The translators must have access to the language history and literary of both language, access to dialects, and familiarity with registers of both languages. It is obvious that they are the most significant aspects and features or concepts of interpretation.

⁴ It is known that simultaneous translation is taught after consecutive and that the basic principles of interpretations are mastered:

- Correct listening
- Great range of vocabulary
- Correct use of cognitive complements
- Ability to express idea clearly
- Intonation
- Speed of understanding and so on.

It would be enable the translator to identify the areas of translability of the source language into the target language. The languages, the language structure, the grammar and phonetics in both must be taught. The interpreter must access to the language concepts of the language and literary of both languages, access to dialects, and familiarity with registers of both languages. Learning interpretation is not to focus attention on words but on the link between phrases and word knowledge. Listening and speaking simultaneously is an acquired skill. Interpreters are not necessarily born with. The interpreters who do not master this work, they can develop bad

⁴ Omon Muminov “A guide to simultaneous translation”, 2005, it is given on pages 11, 40

habits. For instance, translators can come across that some interpreters try to minimize the amount of speaking time when the delegate is actually vocalizing and compensate by trying unconsciously or not, to convey as much of the interpretation as possible during pauses in the speaker's presentation, thus yielding a highly uneven and staccato delivery.

To sum up, the interpreters must continue to work on their target foreign language, even if their mother tongues cope with modern terminology. Additionally, interpreters should enrich general vocabulary and attempt to improve their style through regular reading of a broad range of written publications. Apart from this, each interpreter should pay attention the main concepts, structure and basic features of simultaneous interpretation.

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