

TRAINING SIMULTANEOUS INTERPRETERS

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ABSTRACT:

The purpose of this article is to describe the criteria for selecting the first simultaneous interpreters, preparing the first areas of training of simultaneous interpreters, and identify the main principles of training simultaneous interpreters.

KEYWORDS: bilingualism, teaching principles, educational institutions, programs, courses, difficulties.

INTRODUCTION:

With the introduction of Simultaneous translation in 1945, there was a need for specialists, but there were no areas for appropriate professional training. Therefore, the first translators-certified specialists in various fields with a good knowledge of the language or students of linguistic universities — had to learn simultaneous translation in the process. In the USSR, employees of the Ministry of foreign Affairs and the all-Union society for cultural relations with foreign countries also became simultaneous interpreters, and people with extensive experience in the field of translation were mainly engaged in simultaneous translation abroad [Hoffman, 1963, p.22].

Emigrants who actually had two native languages, but had no translation or linguistic education, were sometimes employed as interpreters. The ability of people with innate or acquired bilingualism, but without appropriate training, to translate as a professional activity, remains in question. "Bilingualism is necessary, but not sufficient for

effective and correct implementation of translation" [Kolawole].

MAIN PART:

Theoretical and experimental studies of simultaneous translation and the first areas 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. The teaching methods may differ for each University and country, but in General the teaching principles are universal. Focuses on the following aspects: cultural development of the auditory sensations, which is to achieve clarity and reliability of perception in difficult conditions, improving speech images recognition skills of based on the perception of an integrated imagecomponent, speech, improving the volume and distribution of attention, its stability and intensity, improving the ability to solve non-stereotypical translation tasks, the mastery of the tactics of simultaneous translation [Shiryaev, 1979, p. 122].

Currently, about 13 educational institutions in Russia train professional simultaneous interpreters in higher education programs or courses. Among them are the Nizhny Novgorod state linguistic University named after N.A. Dobrolyubov, the Military

University of the Ministry of defense of the Russian Federation, the Russian school of translation in Moscow, the higher school of translation of MSU named after M.Lomonosov, the St. Petersburg higher school of translation, and Caspian School of translation at Astrakhan state University, etc. Abroad interpretation is taught at the School of translation and interpretation at the Monterey Institute of international studies (USA), University of Maryland (USA), in Universitate Wake forest (USA), University of Geneva (Switzerland), the University of Bath (UK), University of Leipzig (Germany), the University of translation and interpretation and international relations of Strasbourg (France), etc.

In all institutions of study, the joint venture passes a serious selection and control of students, regardless of whether the education is paid or not. This is due to the fact that not everyone can master SP, and it is simply impractical to train everyone who wants to. But the system is not perfect. In reality, a number of contradictions are found: between the use of information technologies in the work of translators and the lack of equipment in the training process, between the pace of development of international relations and the lag in training [Kazantseva, 2010, p. 4].

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 (this idea was voiced at the VII Summer school of translation, held by the Union of translators of Russia from 15 to 20 July 2014).

The facts described above allow us to conclude that the professional training of

simultaneous interpreters was initially very difficult due to the lack of theoretical background and experience. In addition, people with different levels of education, language proficiency and translation experience were taken for simultaneous translation, since it was not clear what determines the ability to translate this type of language. With the first scientific research of simultaneous translation and the emergence of institutes for training simultaneous interpreters, there was a rapid accumulation of theoretical and practical information, which, in turn, served as the basis for the training of simultaneous interpreters. At the moment, there are both manuals for training specialists in simultaneous translation, and areas of training for simultaneous interpreters.

The organization of simultaneous interpretation at the Nuremberg trials in 1945 was not yet established, and therefore the translators faced a number of problems.

The first difficulty was the unaccustomed conditions of translation for the translator and speaker. Translator Siegfried Ramler mentions a system of signal signs invented by synchronists, where orange meant that the speaker was speaking too fast. The judge then warned the speaker to slow down. The red light was intended for emergency situations, such as equipment failure [Ramler].

The second difficulty was translating documents of particular importance. Speakers and organizers often did not think that interpreters should be provided with all the key documents of the event. Even the slightest inaccuracies in the translation of such documents could significantly affect the outcome of the event. Accordingly, it was the interpreters who had to ask for the necessary material and explain to the speakers the importance of providing synchro speakers with the texts of speeches, resolutions, etc.

Technical equipment at the initial stage of simultaneous translation development was also imperfect. 1945 "on the table of the cabin ... a portable microphone was installed, which was taken over by one of the interpreters, depending on what language the speaker was speaking" [Hoffman, 1963, p.21]. The first cabins were completely closed. Later there were booths with built-in screens, and after some time — with a glass panel.

Modern booths are sound-proofed, and the number of pieces of equipment corresponds to the number of interpreters. The interpreter has a headset and microphone. Headphones also provide sound insulation, but practice shows that many synchronizers work in one earpiece to monitor their speech. Simultaneous translation booths are equipped with monitors where additional materials are broadcast. All recipients have headphones.

Certain rules have been formed for translators and customers. For example, a memo to a customer of the National League of Translators States: "it is Not allowed to organize simultaneous translation when the speech of geographically remote participants is broadcast over a speakerphone to the hall, then perceived by a microphone installed in it and transmitted to the interpreters 'booth' [national League of translators...]. There is also a time regulation — 15-30 minutes of work with rest breaks between shifts.

Traditionally, interpreters work in pairs or threes, if simultaneous translation lasts more than an hour. The scheme is as follows: the first synchro translates, the second writes precision vocabulary, i.e. proper names, numeric data, dates, and helps with the translation of lexical units that are particularly difficult. The third interpreter is resting at this time. Then they replace each other.

There are two schemes for organizing simultaneous translation. In the direct translation scheme that is used at UN meetings,

the number of booths is determined by the number of working languages, and in each booth interpreters translate into their native language. In the master language translation scheme, one of the languages is declared the master, and there is no corresponding cab. The translators of each cab is transferred from a main language into cabin and cockpit language to the master language. There may be a variant when one cabin is designated "axial", and its translation into the leading language the other cabins translate into their own languages [Chernov, 1987, p. 10]

If in the last century simultaneous translation was an innovation, and the organization of the event with simultaneous translation and the event itself created difficulties for everyone—customers, translators, speakers and listeners, now everything is fine-tuned and you can find synchronists and equipment in a very short time.

Now you can not only rent equipment for simultaneous translation, but also order a full organization of simultaneous translation — installation and commissioning of simultaneous translation systems, audio amplification equipment, conference systems "round table", video projection systems, multimedia equipment, sound and video recording systems, etc. [Syntegrus, equipment,]. the most common brands of equipment for simultaneous translation can be considered Philips, as well as Bosh and Brähler, who attended the 2014 Olympics in Sochi. 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; the location of the "mute " button on the remote; 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. This system is easy to transport, because it fits in the trunk of a car and weighs about 30 kg, and is easy to put into operation. These systems have many channels for different language combinations. We can say that the equipment "radiogid" protects against listening by third parties, because the receiver is configured to a certain channel, which makes it difficult to intercept the signal. Recipients of the translation have the opportunity to go to the next room and continue listening to the translation — unlike the infrared signal, the radio signal passes through the walls. Wi-fi and Bluetooth do not affect the operation of the "radio guide" [radio Guides].

The "radio guide" system can be used when the speaker and the audience speak the same language, but there are foreign guests among the listeners. It turns out a kind of whisper for several clients at once, who can sit at different ends of the hall. For the same purpose, there is a "whisper" equipment, where the translator may not have headphones, but there is an ultra-sensitive lapel or head microphone [Whisper, mobile Synchron].

Booths for translators can be different in size, in the degree of closure, according to the materials from which they are made, by type (table cabin "Kolpak" or floor), by Assembly

technology, which ultimately affects their cost. Simultaneous interpreters say that not only the air quality and sound insulation are important — but the space for placing auxiliary materials plays a very important role, because often a laptop and printed materials are simply irreplaceable in the work (we received this information at the VII Summer school of translation, held by the Union of translators of Russia from July 15 to 20, 2014).

It can be concluded that the working conditions of simultaneous interpreters have repeatedly undergone changes not only in terms of equipment, but also in terms of the organization of the process itself. Simultaneous translation has always been considered a very demanding activity, so even when there were no official rules, interpreters could only translate for 30 minutes, with few exceptions.

CONCLUSION:

Based on the information provided, it can be said that at first organizing simultaneous translation was a difficult task, but now it is successfully handled by equipment developers, organizers, and synchronists themselves. The market offers a large selection of equipment for simultaneous translation that is diverse in price and quality, which is not only convenient, but also difficult — the translator 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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