

## INTEGRATING SYNCHRONIZED TRANSLATION METHODS INTO ENGLISH LANGUAGE LEARNING IN ACADEMIC LYCEUMS

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### RELEVANCE

Students speak Uzbek from birth and this helps them easily master a number of academic subjects, while English is one of the most difficult languages for them to master. Of course, any new subject arouses interest among students and English is no exception, but over time it begins to disappear due to the amount of material for memorization that any oral subject involves and here, too, English is no exception, but the problem is that students study the main school subjects in their native language, and in our case, they study both the subject and the new language.

**Keywords:** synchronous, simultaneous interpreting, LU, LE, method, CNN channel.

The simultaneous translation method I developed helps to achieve the goal set by the teacher - to teach students to speak a foreign language and maintain motivation to learn it. In English, the word sounds like Synchronous, which means simultaneously, synchronously.

We are frightened by the definition of "simultaneous translation". Social networks give this definition of this concept:

**Simultaneous** interpreting is one of the most complex types of interpreting, in which the interpreter translates into the target language simultaneously, simultaneously with listening to speech in the source language, in contrast to consecutive interpreting, when the interpreter speaks in pauses in speech in the source language.

I hasten to assure you that it is after reading this definition that the motivation of students to master this method increases significantly.

I started practicing this method of teaching a long time ago and every year I had to make new adjustments. At the moment, I can say with confidence that you need to start it from the senior classes. This method, in addition to increasing interest in learning a language, has a number of other advantages:

- development of speaking skills - which in the end is the goal of teaching a foreign language.
- strong assimilation of lexical units - the same LU, the student repeats several times over several years.
- development of the ability to respond to the speech of the interlocutor at a particular moment - the person who is being translated does not learn the text by heart, thereby has the right to make mistakes and change the construction of sentences and their sequence at their discretion, and the translator is obliged to respond to any changes in the speaker.
- the development of linguistic conjecture.
- the opportunity to present yourself as a representative of such a prestigious job as a translator.

### Stage I. Preparatory.

This stage is the longest. I call it synchronous reading (one reads, the other synchronously translates). As soon as students have learned to read and small texts appear in textbooks, teaching can begin. At home, they are asked to read a short text or a piece of text and translate, it is necessary to explain to students that they should do the translation without pauses, i.e. know the translation of each word.

Before the test, in the next lesson, I give a few minutes for students to try it on their own with a desk mate (in time, students will begin to test themselves before the lesson starts). After several such tasks, the teacher, or the students themselves, choose a “translator”. After a while, I ask the “translators” to translate without texts in front of their eyes, only by ear. Work at this and subsequent stages should be carried out bilaterally, from Russian to English and vice versa, which makes it possible to better remember the LU.

Synchronized reading also has a number of advantages: firstly, students develop the ability to hear the interlocutor, to pause while translating (reading) if the reader (translating) is late and, conversely, to increase the pace of translation; secondly, students learn to quickly correlate the word they hear with its graphic image, which helps to firmly master this lexical unit; thirdly, students are more motivated to do their homework well; they feel responsible to their partners, for whom they will become “translators”. In the first and second years of teaching a foreign language, my students master only the first stage. During this time, they get used to this type of assignment and have the opportunity to work with all classmates.

### **Stage II. Simultaneous translation by text**

At the second stage, when students have already developed speaking skills that allow them to start retelling small texts, they can begin to practice the method of teaching simultaneous translation from text for retelling. It should be noted that it is better to choose texts for younger students in the form of fairy tales or stories already known to them in Russian, at the initial stage, I offer my students “Mowgli” etc., because the LE on the topics “Animals” and “Family” have already been completed and students can easily operate with them. Over time, the texts for retelling will begin to change depending on the age of the students. But it must be remembered that well-learned LEs remain in the active stock of students, and therefore, texts should be chosen based on the lexical material that students need. Each teacher has his own method of teaching text retelling, but the result of the retelling in our case should be a single retelling for all students. Students should translate sentences from both Russian into English and English into Russian with equal ease. And right now the time has come to implement the method of simultaneous translation by retelling the text. For me, this usually happens in pairs at the blackboard, one student starts the retelling, the other translates, and in the middle of the retelling they change roles. To maintain the pace of the retelling and to understand what the next sentence will be about (for the translator), I usually put the key words on the board or screen. Students really like to compose retellings and subsequent translation after watching cartoons. There are a large number of educational cartoons in English on different sites and this helps a lot in the work.

### **Stage III. Simultaneous video translation.**

In the third step, I make a video recording of one or two students retelling the text. And after some time, most often in the next term, I give the task of simultaneous translation in the same class. In stronger classes, I show a video made in a parallel class, I do this so that the retellings in parallel classes on the same text are still slightly different. At this stage, the students and I connect retellings of television news: sports, music and crime, feeling like translators on the CNN channel, everyone wants to try to translate.

## CONCLUSION

- Increase students' interest in studying the subject;
- Develop speaking skills;
- To create conditions for the creative activity of students in the study of the subject of English;
- To diversify the lessons with new methods of teaching the subject;
- Teach how to work in cooperation and responsibility to each other,
- Develop language skills.

This work assumes a systematic and additional time in the learning process, but the result is an indicator. And justifies the joint efforts. Students try on the role of a translator and the desire to learn how to translate simultaneously helps both them and the teacher to achieve their goal.

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