



RECOMMENDED EXERCISES FOR SIMULTANEOUS INTERPRETATION

Anvar Sayfullayev^{1*}

Professor of Samarkand International University of Technology, Uzbekistan

*Corresponding author: Anvar Sayfullayev

Abstract

This article discusses the practice of simultaneous interpretation as a critical component of interpreter training, conducted after achieving previous educational goals. The practice closely resembles real-world interpreter scenarios, often occurring at international conferences and involving various formats, including film and lecture translations. A structured approach to preparation is emphasized, involving the selection of relevant materials, predicting delegate positions, and compiling glossaries and parallel texts. The article outlines a comprehensive training plan encompassing introductory, basic, intermediate, and advanced courses that progressively develop translation skills. Specific exercises at each stage focus on oratory skills, note-taking, and translation techniques, emphasizing gradual improvement and integration of translation competence. The article concludes with a reflection on the significant role of simultaneous interpretation in global communication, highlighting its evolution, theoretical development, and practical applications in resolving translation challenges across diverse contexts.

Keywords: Simultaneous Interpretation, Training Cycles, Conference Preparation, Delegates' Speeches, Training Plan, Translation Competence, Public Speaking Techniques, Translation Ethics, Incremental Difficulty, Translation Challenges, One-way and Two-way Translation.

1. INTRODUCTION

The process of simultaneous interpretation practice is carried out when the educational goals of the previous training cycles have been achieved, and there is a certain amount of time left in the session. These exercises differ from those in previous cycles and preparation phases. In terms of content and format, they are closer to practical work than training sessions. Simultaneous interpretation practice is conducted under conditions typical of the interpreter's activity, often during international conferences. Additionally, practice can be organized for interpreting films, lectures, plays, and other types of events.

Practice for working at a conference is carried out with thorough preparation. One of the previous international conferences was chosen as the object of article, and there must be a sufficient number of references and audio recordings of the delegates' speeches available. The topic of the conference may not match the profile of the interpreter's training. A few days before the staged conference begins, participants are informed about the essence of the upcoming work, and some reference materials are provided to them: the organization's regulations, the conference program, the text of the keynote speech, the draft resolution, documents from previous conferences, and other materials. Together with the

instructor, they develop a training plan, which includes: studying the received documents; identifying the status of the issue under discussion; predicting the positions of the delegates who will speak at the conference; studying special literature on the conference topic; compiling alphabetical glossaries by subtopics; preparing lists of abbreviations used; preparing parallel texts of documents that may be presented; exercises aimed at combining vocabulary equivalents; and providing a complete translation of the draft resolution and policy document (if they are not available in the necessary languages). The training plan is mainly carried out independently by the participants.

2. EXPERIMENTAL DETAILS

2.1. The speaker's speech is transmitted to the booths via a microphone and the central section's tape recorder. Each booth records the transmissions. Simultaneous interpretation is performed in all versions. The introduction is given as a synchronous reading of a previously translated text (with additions related to digressions from the topic). Several speeches were translated from a page with preliminary preparation: some of the speech texts were given to the

interpreters a day in advance, while others were provided a few minutes before the speech. Two or three speeches were translated without preliminary preparation—their texts were sent to the booths either before the speech started or with a 1-2 minute delay.

During the conference, you may practice whisper interpreting for several delegates in the conference hall. For this purpose, the preliminary text is transmitted via a microphone or to the interpreters' earpiece. The quality of the interpretation is monitored by the instructor, who plays the role of the delegate.

If exercises are organized for translating films (either from a stand or from the hall), the preparation and presentation of the lectures follow a similar structure. Materials such as film scripts (if available) or specialized literature on certain topics (in the case of scientific films and lecture translations) are used for preparation. If the profile of the listeners' future professional activity is known before the end of the training cycle, the practice cycle is extended (if time allows). In such a case, listeners begin to familiarize themselves with the relevant knowledge field (area of activity), study terminology, and engage in intensive practice in simultaneous translation on this topic.

Of course, the previously mentioned components of translation competence and skills cannot be developed all at once, but they must be gradually improved and integrated into the overall process of professional training for interpreters. Based on the work dedicated to the organization of translation training, the following stages can be highlighted:

1. Introductory theoretical and practical course: the history of the profession's development, methods of simultaneous and consecutive interpretation, principles of translation deontology, translation ethics, familiarity with the work of leading translation schools, mastering public speaking techniques.
2. Basic course: teaching methods for applying public speaking and translation notes when repeating or reviewing texts in the original language.
3. Intermediate course: teaching methods for applying public speaking and translation notes during monologue speeches.
4. Main practical course: teaching how to perform simultaneous and consecutive one-way or two-way translation.
5. The time ratio between the above stages can be described using the formula "1: 2: 2: 6."
6. Here, variants of exercises that form the main outline of each stage of the pedagogical process are presented.

Exercises for the first stage: The development of oratory skills and competencies can be carried out through the following sequence of exercises:

- A time-limited (30 to 120 seconds) prepared presentation on a given topic of personal significance (in the native language);
- A time-limited prepared presentation on a given scientific or popular topic (in the native language);
- A time-limited prepared presentation on a given socio-political topic (in the native language);
- An unprepared speech on a given topic within a limited time (in the native language);
- A time-limited prepared presentation on a topic of personal significance (in a foreign language);

- A time-limited unprepared presentation on a given scientific or popular topic (in a foreign language);
- A time-limited unprepared presentation on a given socio-political topic (in a foreign language).

Here is an example of how to formulate tasks for this stage: "Prepare a presentation on the topic of 'e.g. geographical names'. While preparing, think about how to engage your audience and what examples or comparisons to use. Pay attention to the means of expressing coherence and the logic of the presentation. During the presentation, you may only use an outline. Keep track of your non-verbal behavior. Remember that your presentation should not exceed 3 minutes."

Note that the selection of topics for the speech should be determined by the overall pedagogical objective of developing translation knowledge. On the one hand, it should reflect awareness of current events, and on the other hand, it should encompass knowledge from a wide range of fields. The following sections can be suggested as guidelines:

The Translation Object's Erudition

Geography	Religion	Legends and Myths
<i>Discoverers and geographic discoveries; geographic names...</i>	<i>Major canons, sacred books, prophets, religious buildings, priests, holidays and rituals...</i>	<i>Characters, events, places, famous sayings...</i>
History	Politics	Science and Technology
<i>Historical figures, events...</i>	<i>International organizations; state system...</i>	<i>Fundamental laws of the universe...</i>
Politics: <i>Political parties, political figures...</i>		
Science and Technology: <i>Fundamental laws of the universe; inventions; great scientists; measurements...</i>		
Natural Sciences: <i>Humans (anatomy, physiology, diseases); animal kingdom (species, habitat, anatomy); plant kingdom (species, habitat, structure); celestial bodies; natural processes...</i>		
Art: <i>Music (styles, genres, composers, works, performers, musical instruments); visual arts (styles, artists, works, museums); literature (styles, genres, writers, works); cinema (directors, actors, films); theaters (directors, actors, plays, theaters of the world)...</i>		
Culture: <i>Traditions and holidays; cuisine; awards and festivals...</i>		
Economics: <i>Economic systems; industries; currencies; crises...</i>		

Each of the defined objects of translation erudition is implemented in speech differently, depending on the nature of its subject. For example, the object "animal world" can be used in a personal-interest topic like "My Favorite Animal," in popular-science topics such as "Records in the Animal Kingdom" or "Animal Illustrations," or in social-political topics like "Globalization and Environmental Protection," "Animal Symbols in Political Parties," and "Zoos in Modern Metropolises," among others.

Thus, the control elements for the first stage of exercises include the content of the objects (relevance to the

topic, presentation logic), verbal expression (vocabulary, grammar, style, tone), and non-verbal behavior.

2.2. Exercises of the Second Stage of Training

The exercises for this stage can be divided into two blocks. The first block includes exercises in note-taking using translation notes and repeating a visually perceived text in its original language. Initially, the text is noted down in the native language, and then in a foreign language. During the retelling, the source text must be closed.

The second block focuses on translating and retelling or taking notes of a text perceived through listening. This includes exercises such as:

- Writing down an oral text in the native language during translation and retelling it in the original language or taking notes,
- Writing down an oral text in the foreign language during translation and retelling it in the original language or taking notes.

The subject matter of the texts may be related to the previously outlined objects of translation erudition. It is recommended to select texts that spark students' interest, such as ones containing fascinating facts, unknown information about famous topics, and so on.

The control elements of the exercises in this stage are understanding the original text (accuracy of facts and logic), verbal expression, and non-verbal actions.

2.3. Exercises of the Third Stage of Training

The third stage focuses on improving oratory skills based on pre-prepared translation notes. It includes the following set of exercises:

- A prepared presentation on a given topic (scientific, technical, economic, social-political issues) in the native language within a limited time (120-180 seconds),
- A prepared presentation on a given topic (scientific, technical, economic, social-political issues) in the foreign language within a limited time (120-180 seconds).

The presentations should be accompanied by illustrative clarity, such as a PowerPoint presentation that meets modern public speaking requirements. In this case, the support will be not only the text of the translation notes but also the slides of the presentation.

The control elements in performing these third-stage exercises include the content of the presentation (relevance to the topic, depth of issue exploration, logical presentation), verbal expression, non-verbal actions, execution level, and accuracy.

2.4. Exercises of the Fourth Stage of Training

In this stage, basic translation exercises are introduced, which include four blocks. In each block, all components of translation activity are assessed: comprehension, verbal expression, and non-verbal actions of the students. Various genre and topic-based texts, audio, and video recordings in written, audio, and visual formats are used as translation material.

The first block consists of exercises in one-way translation of a visually perceived message based on written notes. During the translation process, the source text must be closed. The exercise sequence is as follows:

- Written translation of a foreign language text (2000-3000 characters) based on translation notes,
- Written translation of a native language text (2000-3000 characters) based on translation notes,
- Oral translation of a foreign language text (1500-2000 characters) based on translation notes,
- Oral translation of a native language text (1500-2000 characters) based on translation notes.

The second block's exercises ensure one-way translation of an audibly perceived message based on written notes, such as:

- Written translation of an oral foreign language message (2-3 minutes of audio) based on translation notes,
- Written translation of an oral native language message (2-3 minutes of audio) based on translation notes,
- Shortened oral translation of a native language lecture (3-5 minutes of speaking) based on translation notes,
- Shortened oral translation of a foreign language presentation (3-5 minutes of speaking) based on translation notes,
- Consecutive translation of a foreign language oral presentation with a PowerPoint (2-3 minute audio segments) based on translation notes,
- Consecutive translation of a native language oral presentation with a PowerPoint (2-3 minute audio segments) based on translation notes.

The third block combines exercises for two-way translation of a visually perceived message based on written notes. Task options include:

- Written translation of a written conversation text based on translation notes,
- Oral translation of a written conversation text based on translation notes.

Finally, the fourth block includes exercises for two-way translation of a message perceived through listening based on written notes:

- Written translation of an interview based on translation notes,
- Oral repetition of the interview content in the native language,
- Oral repetition of the interview content in the foreign language,
- Simultaneous or consecutive translation of interviews based on translation notes.

2. RESULTS AND DISCUSSION

Before teaching simultaneous translation, an introductory theoretical lesson should be conducted. Its goal is to briefly inform students about the psycholinguistic features of simultaneous interpretation and its components. This will demonstrate how to achieve the main goal of this course—performing simultaneous translation—and show how to structure exercises and assess student performance.

In organizing the training process for simultaneous interpretation, preparation and speech stages can be distinguished.

The preparatory stage for the translation process includes the following exercise blocks:

- Exercises aimed at improving listening skills and abilities;
- Exercises focused on enhancing the skills and abilities to structure the target translation language;
- Exercises aimed at developing specific translation abilities required for performing simultaneous interpretation;
- Exercises for perfecting translation skills and competencies, based on the studied types of translation, and learning how to execute them.

Scholarly Monograph Series, volume 6. Ed. by Bowen D. and M. State University of New York at Binghamton [SUNY], 1990. P.40-44.

CONCLUSIONS

The organization of exercises should follow the principle of gradual execution and incremental difficulty, taking into account the principle of "mobility" in selecting and organizing exercises, as well as the principle of repetition in the organization of language materials.

The importance of simultaneous interpretation in international communication is almost immeasurable. It represents the highest stage in the evolution of translation activity and defines the future development of translation studies. Its application in the daily activities of interpreters around the world allows for the resolution of specific translation challenges at various international forums and conferences. Additionally, it provides practical material for researching and developing translation theory, aiding in the development of general principles and characteristics of specific structures. It also reveals the special theories of translation for different language combinations and highlights the impact of pragmatic and sociolinguistic factors on the translation process.

REFERENCES

1. Ballester A., Jimenez C. Approaches to the Teaching of Interpreting: mnemonic and analytic strategies. In: "Teaching Translation and Interpreting". Ed. By C. Dollerup and A. Loddegaard. Amsterdam-Philadelphia. Benjamins, 1992. P. 237-245.
2. Gile D. Methodological Aspects of Research. In: Eds. S. Lambert, B. Moser- Mercer B. "Bridging the Gap: Empirical Research in Simultaneous Interpretation". Amsterdam/Philadelphia, John Benjamins, 1994, p. 39-55.
3. Kalina S. Analyzing Interpreters' performance: Methods and problems. In: "Teaching Translation and Interpreting. Training, Talent and Experience. Ed. By C. Dollerup and A. Loddegaard. Amsterdam-Philadelphia. Benjamins, 1992. P.225-232.
4. Pochhacker F. The Role of Theory in Simultaneous Interpreting. In: "Teaching Translation and Interpreting. Training, Talent and Experience. Ed. By C. Dollerup and A. Loddegaard. Amsterdam-Philadelphia. Benjamins, 1992. P. 211-221.
5. Setton R. Experiments in the Application of Discourse Studies to Interpreter Training. In: "Teaching Translation and Interpreting. Training, Talent and Experience. Ed. By C. Dollerup and A. Loddegaard. Amsterdam-Philadelphia. Benjamins, 1992. P.183-198.
6. Thierry C. The Sense of Situation in Conference Interpreting. In: "Interpreting-Yesterday, Today and Tomorrow", ATA [American Translators Association],