

FEATURES OF TEACHING STUDENTS INTERPRETING AND ITS
QUALITY LEVEL

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Annotation. This article discusses the development of translation studies, interpreting and its types, the importance of teaching students interpreting, and the requirements placed on a translator during the translation process.

Keywords: simultaneous translation, consecutive translation, translated text, accurate pronunciation, native language, foreign language.

Annotatsiya: Ushbu maqolada tarjimashunoslikning rivojlanishi, og'zaki tarjima va uning turlari, talabalarga og'zaki tarjimoni o'rgatishning ahamiyati hamda tarjima jarayonida tarjimonga qo'yiladigan talablar yoritilgan.

Kalit so'zlar: sinxron tarjima, ketma-ket tarjima, tarjima matni, to'g'ri talaffuz, ona tili, chet tili.

Аннотация: В статье рассматриваются развитие переводоведения, устный перевод и его виды, значение обучения студентов устному переводу, а также требования, предъявляемые к переводчику в процессе перевода.

Ключевые слова: синхронный перевод, последовательный перевод, переводной текст, правильное произношение, родной язык, иностранный язык.

Today, translation studies is considered an important field in our lives, and its significance is growing day by day. Translation studies in Uzbekistan is developing rapidly because we possess the necessary literary-historical tradition, linguistic-stylistic foundation, materials, and conditions required for its creation and further advancement. Translation arose in ancient times out of the need for interaction and communication among people belonging to different tribes. This oral form of

translation, known as interpreting, has survived to this day. It is known that any language is expressed in both oral and written speech. In interpreting (the oral translation of oral text), two languages are used in oral speech form. This type of translation has two forms.

1. Simultaneous translation (translation done at the same time as the speech). "Simultaneous translation is the most complex among the types of interpreting, and this type of translation is carried out using special equipment. It is a method of interpreting in which the translator conveys the continuous content of the speaker's speech to listeners without interrupting the speaker while they are speaking. In simultaneous translation, the interpreter sits in a translation booth and listens to the speaker through headphones. Then, while listening, they translate through a microphone. Delegates in the conference hall listen to the main language through headphones" [1,4].

2. Consecutive translation. In interpreting, the translator must have developed the skill of quickly grasping the content of the speech being delivered, analyzing it swiftly with prior preparation, and translating without pausing. During the interpreting process, the translator does not have the opportunity to correct or re-compare the text being translated.

The science of translation studies examines translation practice, its distinctive features, history, principles, and laws; it helps translators select works for translation, taking into account interlingual differences and other features specific to the source text, as well as national-literary traditions. Teaching students the quality level of interpreting has its own specific aspects, in which instructors teaching translation studies need to be well-versed in the grammar, vocabulary, and unique laws of both languages.

When teaching students interpreting, it should be emphasized that its distinctive feature is that the translator must first perceive the text acoustically — that is, by hearing it — and then translate what was heard in oral form. It is also advisable to teach students, throughout the course, that a second key characteristic

feature of interpreting is that it has its own distinct manner of speech. In some cases, situations arise where the translator waits for the speaker to state the subject and predicate in a sentence before beginning to translate. [2, 253]

For example, in French and English, the required scheme is as follows:

SPO — Subject – Predicate – Object.

In Uzbek, however:

SOP — Subject – Object – Predicate.

Therefore, when translating from Uzbek into English or French, one must wait for the predicate to be stated in Uzbek. Example: *Minglab kishilar neytron bombasiga qarshi uyushtirilgan mitingda qatnashdilar.* — "Thousands of people participated in the meeting against N-bombs."

As Duff (1989) noted, teachers and students now use translation for learning rather than learning translation itself. Modern translation activity typically proceeds from the native language (L1) to the foreign language (L2) (although the opposite direction can also be seen in lessons with more specific goals), has clear communicative purposes and genuine cognitive depth, demonstrates a high level of motivation, and can produce impactful communicative results. In the classroom, simultaneous interpreting is considered the highest peak of interpreting work. For this reason, simultaneous interpreters must possess the following abilities:

1. Know both languages well enough to translate the speech being interpreted without using a dictionary, and be able to freely express any meaning in both languages.
2. Be able to speak extremely quickly, fluently, and accurately in both languages.
3. Have a strong memory.
4. Have the ability to concentrate attention and thought.
5. Have an extremely fast reaction.
6. Possess mental and physical endurance.
7. Have the ability to listen and speak at the same time. [4, 70]

In consecutive translation, the translator begins translating after the speaker finishes speaking, or after completing a certain portion of the speech. In this type of translation, the translator must grasp the main points of the speaker's speech; if the speech is longer, the translator needs to write down its most important parts, which helps them recall the text they heard. Consecutive translation depends on the translator's thinking ability and memory capacity. In consecutive translation, the pace of speech slows down, because the translator must pay attention to their notes and understand the idea expressed in the original before conveying it to the listener.

Teaching through translation gives learners knowledge about the language but does not provide guidance on how to apply it in practice. This does not contribute to improving learners' communicative abilities. Using the native language (L1) during translation encourages its prolonged use in class, which contradicts the modern teaching goal of minimizing its presence. Translation-related skills may be more suitable for analytical learners or those who prefer oral-linguistic learning strategies. However, they may not be suitable for young learners or those with a lower level of proficiency.

Some learners may not accept translation as a means of learning English; instead, they may view it as a specialized and difficult activity. Translation is a complex skill that requires mastery in order to be effective and useful. Both learners and teachers must take into account not only meaning but also other factors such as form, register, style, and idiom, which creates significant difficulties in many translation activities. Establishing translation activities is very difficult and requires extensive preparation, especially in anticipating problems that may arise. Success in translation activities depends on a motivated class.

To teach translation effectively, teachers need to fully understand learners' native language (L1) and its culture. Such translation activity can, especially in multilingual groups, create more difficulties than benefits. Using L1 in translation activities can undermine efforts to maintain an English-speaking environment, as learners may come to regard the teacher as an L1 resource. Translation is text-bound

and focused on reading and writing skills, which is difficult to justify in time-constrained lessons. Translation demands a great deal of time and attention. To manage the activity effectively, the teacher must be more proficient than the learners.

In conclusion, a translator's speech in interpreting has a number of characteristic features. The theory of interpreting places demands on translators — such as accurate pronunciation, attention to consistency of speech, and attention to the logical connection of meaning within a sentence — which translators must strictly observe. The main characteristic feature of interpreting is that it should be regarded as a distinct type of translation, in contrast to written translation. Specialists working in the theory of interpreting point out the characteristic features of this form of translation in both quantitative and qualitative terms.

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