THE MAIN PRINCIPLES OF MAKING SYSTEM OF EXERCISES FOR SIMULTANEOUS INTERPRETERS

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Түіндеме

Халықаралық конференцияларда немесе шағын жиналыстарда аударманың екі негізгі түрі бар, мұнда қатысушылар басқа тілдерде сөйлей алмауы мүмкін. Ірі конференцияларда синхронды аударманы табудың мүмкіндігі жоғары, мұнда аудармашы бастапқы тілдегі хабарламаларды тыңдай отырып, дауыстап аударады. Миллер (1963) атап өткендей, бұл бір уақытта сирек сөйлейтін және тыңдайтын адамның сөздік мінез-құлқының әмбебап сипаттамасы болғандықтан, синхронды аудармашылар мұны тек осыған дейін жасай алатын сияқты. Сол уақытта 15-20 минут синхронды аудармашылардың өнімділігі бойынша психологиялық зерттеулерді ақтайды. Конференцияны түсіндірудің тағы бір түрі - дәйекті аударма, онда аудармашы алдымен сөйлеушінің бастапқы тілін тыңдайды, содан кейін сөйлеу көзі аяқталғаннан кейін аударманы ұсынады. Түсіндірудің әр түрінен аудармашының да, оның аудиториясының да танымдық қабілеттеріне әртүрлі жүктеме болады деп күтуге болады. Осы есепте талқыланатын зерттеулер синхронды аудармаға байланысты процестерді зерттеуге, атап айтқанда нашар тыңдау жағдайында жүргізілген кезде және тыңдаушыға ақпаратты жеткізуде осы екі форманың салыстырмалы тиімділігін бағалауға бағытталған. Мақалада синхронды аудармашыларға арналған жаттығулардың негізгі принциптерін қарастырылған және синхронды аудармашының дайынғын арттыру үшін қолданылатын әдістермен жолдары қамтылған.

Резюме

Есть два основных вида перевода, предоставляемых на международных конференциях или на небольших собраниях, где участники не могут знать другие языки. На больших конференциях есть больше шансов найти синхронный перевод, где переводчик переводит вслух, как он слушает сообщения на языке источника. Поскольку, как указал Миллер (1963), является почти универсальной характеристикой речевого поведения человека, который редко одновременно говорит и слушает, сам факт того, что синхронные переводчики, как представляется, в состоянии сделать только это до 15-20 минут, в то время оправдывает психологическое исследование производительности синхронных переводчиков. Другая форма интерпретации конференции является последовательный перевод, в котором переводчик первым слушает исходного языка говорящего, а затем обеспечивает перевод, когда говорящий источник закончил. Каждый тип интерпретации можно ожидать, накладывать различные нагрузки на когнитивные способности обоих интерпретатора и его аудитории. Исследования, которые будут обсуждаться в настоящем докладе, представляют собой попытки изучить процессы, связанные с синхронным переводом, в частности, когда осуществляется при плохих условиях прослушивания, а также для оценки относительной эффективности этих двух форм интерпретации в передаче информации к слушателю. Данная статья включают в себя основные принципы разработки системы упражнений для синхронных переводчиков и включены используемые ныне методы и примеры повышения подготовки синхронистов.

Key words: shift of expression, short-term memory, SI installations, simultaneous interpretation (SI), standardized communication process, syntactic one-to-one correspondence, sound engineer, source language original language, SPO construction (subject-predicate-object).

The actuality of the problem. The theme of the article is "The Effect of Noise on the Performance of simultaneous Interpreters". I have chosen this theme because, at the present time, it is the actual subject and one of the most important in translation theory.

In the 2016 on his "Message of the President of the Republic of Kazakhstan" Nursultan Nazarbayev says: "By the year of 2020, the quantity of people who speaks English Language must compose more than 20% of population of the republic of Kazakhstan".

Nursultan Nazarbayev states in his message to the people of the republic of Kazakhstan that all citizens of Kazakhstan should speak three languages; English is one of them. Also he mentioned that he proposed to begin a step-by-step realization of culture project "The unity of three languages". Kazakhstan must be perceived in the world as a highly educated country whose population can use three languages. There are: Kazakh as a national language, Russian as a language of interethnic communication, and English as the language of successful integration in the global economy".

Therefore we should say about simultaneous translator's role on the integration in the globalization. There are two types of translation services provided at international conferences or at small gatherings where the participants may not ask one another's languages. At larger conferences one is more likely to find simultaneous translation where the interpreter translates out loud as he listens to the source language message. Since, as Miller (1963) has pointed out, it is an almost universal characteristic of human verbal behavior that a person will rarely both speak and listen at the same time, the very fact that simultaneous interpreters appear to be able to do just this for up to 15-20 minutes at a time justifies a psychological study of the performance of simultaneous interpreters. The other form of conference interpretation is consecutive interpretation in which the interpreter first listens to the source language speaker, then delivers a translation when the source speaker has finished. Each type of interpretation can be expected to impose different loads on the cognitive capacities of both the interpreter and his audience. The studies to be discussed in this report represent attempts to study the processes involved in simultaneous interpretation, particularly when carried out under poor listening conditions, and to assess the relative effectiveness of these two forms of interpretation in conveying information to the listener.

Following Ya.I.Retsker, which is one of the founders of the domestic theory and practice of translation, we believe that the word is not a translation unit, and that establishing equivalence of linguistic resources can only be functional rather than formal "(Ya.I. Retsker .i., 1974. p. 9).

However, this does not mean that "attention to the living word of the script can be reduced, especially when it comes to the translation work of art. Of course, lingual stylistic analysis of the translation work of art often carried out in a complex, but justified and analysis of the individual components of language and style, especially those that perform essential functions in the artistic structure of the work "(LN Smirnov, 1973. p.504).

One of the vocabulary groups, which is peculiar and striking stylistic means, of course, are the interjections and onomatopoeia. Recently, there were many studies on interjections and onomatopoeia. A significant study in domestic linguistics got interjections and onomatopoeia Russian language (Belyakov A.A., 1966; A.I. Germanovich 1962; Dagurov G.V., 1960 Karpov L.P., 1971; Karpuhin SA, 1979); English (Berezhnaya L.G. 1971, Voronin S.V., 1969; Grigoryan A.A., 1988; Gutner M.D., 1962; Lyashenko A.P., 1977; Misyavichene I.S., 1982; Sinekopova G.V., 1986; Tuebekova Z.D. 1984;); Ukrainian language (Qasim YF, 1954; Matsko L.I. 1985; Shvets R.D., 1954); German (Zybleva D.V 1987; Kosov V.T., 1963). And there were some studies of French, Spanish, Japanese, Czech, Portuguese interjections and onomatopoeia (Dybovsky A.S., 1981; Enin V.P., 1988, I.T.S. Cordy, 1965; A. Kulikova, 1982 E. Platonov ,

1996). These studies found phonetic coverage, structural, semantic and syntactic features of interjections and onomatopoeia, their classification, as well as their functional and communicative properties of individual languages.

But in addition to studies on the interjections of individual languages have been written papers on the comparative analysis of interjections different languages: Ukrainian and Russian (Y.F. Kasim, 1954), English and Russian (AP Lyashenko, 1977), the Czech and Russian (Kulikova L .A., 1982).

The first experience of a comparative study of English and Russian interjections was the work A.P. Lyashenko "Russian-British interactive parallels in the light of modern understanding of the category interactive units." Busy author categorical position on the borders of interjections are not allowed A.P. Lyashenko consider in their work interjections onomatopoeia and verbs. The fact that to date a comprehensive study of onomatopoeia have been conducted in comparative terms, as well as the lack of work on the translation of interjections verbs from Russian into English led to the choice of the theme of our thesis.

Relevance of the topic due to the need to determine the place and role of onomatopoeia and interjections verbs in the language definition features of their translation in Russian and English. Some comparative aspects of this problem, some particular issues of translation onomatopoeia considered in Vlakhova S. and S. Florina "untranslatable in translation" (1980), however, a complex comparison of Russian and English onomatopoeia and translation work interjections verbs Russian to English contact was not revealed. This thesis presents a comprehensive study of the structure, semantics and stylistics onomatopoeia in contemporary Russian and English languages and interjections verbs in the Russian language. Onomatopoeia - a specific, historically changing reflection in the speech sound aspects of reality for imaginative ideas about it. This is not the name of the object or action, and the approximate object action image, a process with a characteristic sound to him (rhythm, melody, timbre sometimes). The main aim of the thesis is a comprehensive description of the structure of onomatopoeia and interjections verbs, as well as a comprehensive review of their semantic and stylistic aspects of the modern Russian language in comparison to English, as well as determining the laws in their translation.

Simultaneous interpretation is arguably the most demanding of the three modes of interpreting. This is due in part to the fact that in SI the interpreter does not control the flow of communication, but must adapt to the pace of each speaker, without interrupting the proceedings. If anything is missed, there is generally no opportunity to ask for a repetition or clarification. The interpreter must be thoughtfully following the ideas in the speech, the "thread" of the conversation, as it were, and must be prepared to extrapolate meaning from context, in order to bridge or gloss over the spots that were unclear. The second source of difficulty is of course the fact that everything happens very fast: the interpreter must thoughtfully follow the fast-paced original speech, while at the same time formulating and delivering an equivalent translation language version, and monitoring his/her own output for errors.

Translation refers to the transfer of meaning from source language text to target language text, with time and access to resources as dictionaries, phrase books, et cetera. Interpretation (as used in the context of this work), refers to the transfer of meaning from source language speech to target language speech. Interpretation happens either simultaneously, while the source language speaker continuously speaks, or consecutively, after the source language speaker has finished speaking. In the latter case, the source and target speech – and the information encoded in that speech – is divided into segments, since interpreter and source speaker wait for their respective turns before speaking. While such a natural segmentation is not given in the context of simultaneous interpretation, the fact that the interpreter has to keep pace with the source language speaker still leads to a time alignment of information in source and target speech. In the context of this work, we only use SI and no consecutive interpretation. Nevertheless, we define the term parallel speech generally as speech of a source language speaker together with the target language speech of an interpreter [3]. That is, we include simultaneous and consecutive

interpretation into this definition. Parallel speech therefore always refers to interpretation. It specifically excludes speech of translators as it was for example used in the context of dictation systems for translators. It is important to note that interpretation differs significantly from translation. Interpreters know when and under what circumstances to omit, but also to elaborate and change information and they do not only convey all elements of meaning, but also the intentions and feelings of the source.

The scientific novelty:

1. Effect of Noise on the Performance of the simultaneous Interpreters

2. Contrastive analyses of the phenomena of noise on the simultaneous interpreters.

3. The characteristic features of the peculiarities of the effect of Noise on the Performance of the simultaneous Interpreters

Principles of construction of the proposed system of exercises (many exercises described in this chapter have been proposed and tested in the learning process for a long time, see. Mignard-Beloruchev R. K., 1959) are derived from the formulated learning objectives, content and principles of the organization of educational process. Learning objectives determine the direction of a system of exercises to achieve the intended results. Course contents indicate the specific skills to be working out. Principles of organization of the learning process determine the order of implementation of the system of exercises over time [1].

One can eat at the outset regarding the understanding of the term "system of exercises." The fact that not all learning content can be worked out through exercise. For example, the expansion and consolidation of general knowledge, communication of theoretical knowledge in the field of interpretation, the continuation of work on the formation of the communist ideology and the education of high moral qualities are not carried out through exercise and by other teaching methods. These techniques are described in detail in the methodical literature, and there is no need to refer to them later. The described system of exercises aimed at implementation not all educational purposes, but only those which are achieved primarily through exercise. Another "words, in this chapter we will focus on developing the necessary mental qualities, improving and restructuring of voice and translation skills and the formation of skills and interpretation skills. However, in the course of the presentation will be affected and the problem the implementation of educational and educational problems, particularly in terms of their integration into the learning process. We now proceed to the consideration of the basic principles of building a system of exercises. The first principle of the exercise system is a gradual increase in difficulty learning. Difficulties can grow in three lines: the complexity of operations and actions that have to master; complications of the procedures and actions of the conditions (rate of increase, the union in time more operations and action); complication of linguistic material (complexity of vocabulary and syntax, the transition to a new topic) [2]. It is important that increasing difficulties occurred gradually, without abrupt jumps otherwise case; students may lose confidence in their abilities, especially in the transition to a united mastered operations and activities in a single complex and parallel implementation. The principle of gradual increase of difficulty makes it necessary to create such a large number of exercises, which corresponds to the number of optimal in size steps towards mastering the simultaneous translation from simple to complex. The second principle of the exercise system is a system of exercises dismemberment into two large groups: preparatory exercises and training exercises (see generally accepted tradition in foreign language teaching methodology and teaching of translation including differentiate between two groups of exercises in different ways called by different authors:. language and speech, non-communicative and communicative, training and speech, preparatory and practical) [3].

Preparatory exercises are varied but its purpose. Some of them are aimed at the development of quality, needed for skills acquisition and interpretation skills, t. e. the development of perceptual, anomic and other abilities. Other exercises are aimed at practicing isolated skills and interpretation skills. Finally, some exercises aimed at developing skills of primary association of individual actions and operations into a single activation process. Overall, what unites these

exercises in a group of preparatory: is the summing up of students to the level at which development can begin direct simultaneous translation options. Training exercises of the same type in its purpose [5]. Each of them is aimed at the mastery of a particular embodiment of simultaneous interpretation (simultaneous interpretation at the hearing, with the interpretation of the sheet, and so on. D.) And for training in its implementation in the given language combinations and within lexical order, provided by the curriculum. The third principle of the system of exercises related to the choice of time working out each exercise and can be It formulated as the principle of a broad combination of exercises aimed at achieving objectives related, for example, on the same employ- TII could r practiced consistently as exercise, to improve the culture of auditory sensations and exercises aimed at addressing non-stereotyped translation problems. In the exercise group and dividing the learning process into cycles is no strict correspondence, t. E. Preparatory exercise is not necessarily carried out only in the preparatory cycle, and training exercises only training cycle. Although after the completion of the preparatory cycle becomes possible and begin immediate development of trained simultaneous translation options, some skills and interpretation skills should still work. Therefore, some preparatory exercises are carried out in the course of the training cycle. In a series of practices it is also possible to use individual preparatory exercises, such as the assimilation of the vocabulary of terminology relating to the conference. Linguistic exercise content included in the different groups, it is advisable to differentiate. Texts and phone recording selected for processing and inclusion in the preparation and training exercises, it is advisable to concentrate in within a narrow range of vocabulary in order to direct the main efforts of the trainees on the formation of the necessary psychological qualities and temporarily leave the question of lexical and thematic plan. In fact, all the preparations and the first training exercises can be composed based on a total of five - six oratorical speeches, each lasting sound from 5 to 15 minutes. This is preferred traditional socio political topics or some topics for future specialization translators. The materials used in the second half of the training cycle and in the interpretation of practice, the need for greater diversity of topics and a wider vocabulary [4,1 p.176].

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