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Peculiarities and ways of training consecutive translation and interpretation

In article reveals the features of consecutive translation and interpretation. The purpose of the article is to define the ways of training consecutive translation and interpretation for development of technical, language, speech and communicative abilities of future translator or interpreter. As this type of the translation is characterized by single acoustical perception of a source text, complexity of storing, the set of exercises, for development of skills of a speech compression and speech expansion, the descriptive translation, generalization, the antonymy translation, compensation is presented in the article.

Key words: consecutive translation and interpretation, training, training activities, translation and interpretation skills, interpreter, native language, foreign language.

In the terms of fierce competition in labor market, developments of scientific and business contacts with foreign countries domestic experts have to be competent, competitive, and capable to work at the level of modern international standards. At this stage of society research development in the field of the translation and interpretation and training in different types of the translation become more and more urgent as the translation promotes globalization of mankind. Society is in great need of translators and interpreters in the sphere of professional communication, namely in oral bilateral translators.

It is known that translation or interpretation is a transformation of the message in source language into the message in target language. The most essential section lies between interpretation and translation. Interpretation is a type of the translation at which the target text and its translation act are of an unstable form [1; 13]. Process of interpretation is limited by a rigid temporal framework. Distinguish some types of interpretation: simultaneous interpretation, sight translation, municipal translation, consecutive interpretation (unilateral and bilateral). The oneway translation and interpretation assumes translation implementation only from a foreign language into the native, and vice versa translation is made from the native language into the foreign (as a rule, the translation of a native speaker). In modern international translation practice this option is considered priority. When performing consecutive interpretation the interpreter originally perceives a piece of someone else's speech and after a while reproduces it in translation. In the Russian market of the interpretation demand for bilingual interpretation when all performances from a foreign language into native and from native into the foreign are carried out by the same interpreter prevails [1; 14].

The analysis of special literature on this problem testifies that for implementation of consecutive interpretation it is necessary to create professional translation competence of this type of the translation which components are (1) basic, (2) technological and (3) professional and personal components. Proceeding from professional requirements to the interpreter making bilingual translation we developed recommendations for training in oral bilingual translation.

The basic component includes knowledge, skills and abilities which are necessary to perform oral bilingual translation or interpretation — language knowledge, knowledge of the translation, and also knowledge of culture of the countries of a native and foreign language. The skills and abilities which are a part of a basic component of professional translation competence are translation skills and abilities (skill of switching, ability of a deverbalization, ability of a goal-setting), and also communicative abilities in oral speech [2; 31–34]. Therefore, when training consecutive translation and interpretation it is necessary to expand a stock of language and regional geographic knowledge, to seize the main speech genres and the main text types, both in native, and in a foreign language.

Consecutive translation and interpretation is carried out by means of the acoustic analyzer, and the initial and output messages are divided into periods. This type of the translation or interpretation is characterized by single acoustical perception of a source text, complexity of storing, respectively, the set of exercises on development of a listening skills includes interpretation of a sound recording, transfer dictation, exercises of precision words aurally [3]. The purpose of these exercises is the development of the following abilities:

- technical — ability aurally to distinguish phonologic couples and intonational shades;
- language — knowledge and perception of grammatical structures and lexicon aurally;

- speech — ability to correlate sounding to meaning;
- communicative — ability to understand sound meaning of the speaker.

As the task of the bilateral interpretation consists of reproduction of a fragment of the text in other language, without distorting the contents and keeping style of the speaker, it is necessary to develop professional memory and ability to remember considerable pieces of the contents by ear (contents, but not its expression in original language) by means of mnemonic receptions and when doing exercises in visual perception of the text counting and exercises in a complex modeling.

As criteria of successful consecutive translation and interpretation is the accuracy and high speed of the translation or interpretation. Interpretation is considered adequate if it transfers a form and an essence of the original not less than to 80–90 %. Speed of the translation has to equal speeds of the speaker's speech. Pauses between the speech of the speaker and the speech of the interpreter should be reduced to a minimum [3].

When doing interpretation working conditions of the interpreter are of particular importance. To the factors complicating implementation of consecutive translation or interpretation it is possible to refer speech of the speaker; the short, incomplete remarks calculated on special knowledge of the interlocutor, simultaneous remarks of several persons, precise lexicon.

The technological component of professional translation or interpretation competence means possession of techniques of the interpreter and interpretation skills and abilities (skill of speech transformations, skill of search for keywords (key sites of the text), ability of a speech compression, ability to apply complex types of transformations) [2; 35–38]. For successful performance of consecutive translation and interpretation it is necessary to develop skill of switching on different types of coding by means of exercises with numerals, sight translation, exercise on creation of associations. Important when training oral bilateral translators are exercises in transformations, a micro rendering, transfer retelling, and also paragraph and phrase transference for development of skills of a speech compression and speech expansion, the descriptive translation, generalization, the antonymy translation, compensation, as get consecutive interpretation switching in time from one language for another and oral registration of the translation.

The professional and personal component includes moral and ethical qualities of the interpreter, and also culture and rate of his speech. The interpreter should know «the moral code of the interpreter» [4] and rules of situational behavior which assume its full adaptation to a situation in which it appeared. The firm rule is the following: being in an interpretation or translation role, the interpreter has to be imperceptible as the personality, not to distract on himself attention, its task — to work with a transfer link of information [5; 28]. Non-compliance with professional ethics can entail emergence of the conflicts.

The set of exercises on working off of technology of oral speech directed on ability of formation accurately and clearly to express thoughts in a foreign language, contains exercises in a variation of the statement, the exercises directed on the prevention of a literal translation, rhetorical exercises (etiquette formulas) [4].

The standard of speech of the interpreter is characterized by beautiful registration of a target text: grammatical (word order), lexically, stylistically (correct selection of words) and intonationally. It is necessary to pay attention when training to such qualities of the speech, important for the translator, as linearity, articulation purity, comfortable intonation, a pleasant voice, absence in the speech of «litter». All strategy of training consecutive interpretation is directed to formation of ability of fast interlingual broadcasting. Time of sounding of a target text has to correspond approximately to time of sounding of the text of the original [2; 40].

Thus, while training specialists, making oral bilingual translation, it is necessary to improve, first, earlier created communicative skills and abilities, to develop and form the translation skills and abilities entering a basic component of professional translation competence. Secondly, it is necessary to pay special attention to improvement of skills and abilities of bilingual interpretation, components technological and professional and personal components of professional translation competence, i.e. skills of audition, storing, coding, decoding, technology of oral speech.

As noted due to interpretation practice, specifics of work of the interpreter are that he often should faces such subject branches from which it is far owing to the arts linguistic education. For this reason experts in the field of training in the translation recommend to broaden constantly the horizons, to try to study as much as possible of special terminology, connected with various branches of production and scientific knowledge. Thus the special attention should be paid to knowledge of the Russian terminology and understanding of an essence of the transferred processes.

Thus, for training of the interpreter huge value to receive experience of special texts interpretation, and also acquaintance with the stylistics and lexicon which is traditionally used in similar texts in Russian that

call conventionality. The target text has to contain the cliché and terms traditional for the texts of the same genre written in target language.

Further definite we would like to give various examples of activities in interpretation conducted while the classes of consecutive translation and interpretation.

For preparation for implementation of two-way translation or interpretation (accompanying, in public institutions) it is offered to use role-playing games. So, for example, when studying such subject as «Visit to the doctor», one student acts as the foreign patient, another — as the doctor, and the third makes two-way consecutive interpretation. The situation is dramatized: the foreigner suddenly had problems with health, for example, the tooth seal took off and the gum inflamed and he is compelled to address to the dentist through the translator.

After a performance there is an interpretation discussion, identification its weak and strengths. The main complexity of such interpretation is to transfer foreign-language and Russian medical terminology correctly. For studying of special lexicon on occupations discussion of the thematic glossary is carried out, students gain additional background knowledge of the studied subject.

At the translation into a foreign language the usual mistakes connected with word compatibility are among the most frequent mistakes. As marked by E.K.Vyunov, skills of interpretation into a foreign language can be well trained by means of well-known and unloved by many crammings of «topics» [2; 48]. It is also possible to train translated from Russian into English the learned texts at fast speed.

Certainly, learning of the translation and interpretation of set phrases is useful. It is possible to train learning so: the teacher says combinations in Russian, students — in English and vice versa.

For training of skills of consecutive interpretation it is possible to use the following activities as well:

1. Students are offered the audio recording or the video one by fragments lasting about 3 minutes (no more than 5) with the speech in English is shown. A task of trainees is by means of own records to reproduce the speech in Russian. After the student sounded the version of the interpretation of the heard fragment, there is a discussion: whether something was missed, what decisions were successful, whether it was desirable to change something? Then the following fragment of record joins and the interpretation of the other student etc. in on.

2. As for training in simultaneous interpretation with use of the special equipment and booths, the general principle used when training it is possible to call the principle of gradual transition from simple to difficult. This principle is shown in sequence of the following types of exercises:

3. The exercise better known under the English name «shadowing» which consists of as much as possible exact repetition. Too high tempo of speech of the announcer, difficult lexicon, foreign hindrances (foreign talk, noise, bad quality of an audio recording etc.), personal features of diction, existence of accent etc. can represent complexity.

Naturally, it is simpler to repeat after the announcer speaking the native language of the translator therefore from such texts it is necessary to start being engaged with students in these exercises. Nevertheless, it isn't necessary to consider such exercises too simple. The audio recording is usually used, but for the announcer the teacher can act as well. Depending on the equipment available students repeat the text after the announcer in booths, after computers, or in a low voice if the special equipment is out.

The following stage is repetition after the Russian-speaking announcer who is quickly reproducing in advance prepared and written down speech. The written text read significantly differs from more or less spontaneous oral speech: more difficult word combinations, more difficult syntax, a high probability of emergence of precision lexicon are used (figures, dates, proper names, names).

4. Repetition of the foreign-language text after the announcer. The simplified option is to work with the text. It is possible to listen to an audio recording, being guided by the printed-out text. It is possible to use videos with subtitles. Such videos can be found, for example, in YouTube.com video hosting, using a keyword of «shadowing» for search in the site.

Complexity increases if the text of the speech is absent. There is a high probability of that the listening won't be understood or some words will be understood incorrectly, so and will reproduce not that the announcer spoke. This will complicate the task and the tempo of speech, accent, noise, precision and special lexicon etc.

5. The following exercise aimed at the development of skills of simultaneous interpretation is simultaneous interpretation of the speech when the interpreter knows the text. The text is read and translated by all group, difficult moments are worked out up to degree of each phrase understanding. Students offer the vari-

ants of interpretation, the choice of the best option or possibility of several variants of translation is carried out and locates together with the teacher.

After that students carry out simultaneous interpretation with a support of the text individually. It is possible to complicate a task having left some parts of the text not sorted, not translated, excluded from the text of the speech so that the part of information was new to students. So gradually students pass to simultaneous interpretation of the unfamiliar text, though within a certain subject.

Simultaneous interpretation of the unfamiliar text, naturally, is the most difficult educational and practical task. Thus it is important to understand that the interpreter often has opportunity to foresee what the speaker will say about, what subjects will be covered, and sometimes there is an opportunity in advance to study the text of performance.

6. For training of skills of simultaneous interpretation the following type of educational activity can be also used: a certain subject is offered to students. The teacher distributes prepared glossaries with thematically picked up lexicon (vocabulary lists) in advance. The vocabulary is offered and studied previously in common. For presentation and fixing of lexicon, for an explanation of terminology and the phenomena from this or that subject domain it is possible to use any available evident material, a projector, computers, the Internet sites, videos etc.

At home students should prepare competently made report in Russian or English on this subject (it is possible on narrower subject within designated). Besides, students have to make the glossary on a subject of the report; it is desirable to study additional literature on the same subject to fill up the baggage of background knowledge. Proceeding from the educational purposes, it is desirable that the report contained precision information, simple syntax (that in offers there was a direct word order). The recommended report volume is 1 page of the A4 format.

At class one of students reads the report in average tempo of speech. One more student acts as the interpreter making interpretation to the recipient whom the teacher or other student can act. A task of the recipient of the interpretation is to record the mistakes made by the interpreter and then to sound them.

Other students of group carry out simultaneous interpretation in booths for simultaneous interpretation at this time (of course if there is such opportunity).

After the text is read and interpreted, there is a discussion of mistakes by all students of group. In the analysis of the interpretation they discuss if it was clear to the recipient, whether it was well audible to the interpreter, in general and understandable to the recipient. Also word and meaning losses while interpretations are discussed.

The usage by the interpreter of logically finished phrases, offers is among criteria of an assessment of quality of simultaneous interpretation: even if the interpreter didn't understand anything or missed, he has to finish thought logically.

To obtain good skills in interpretation one should have good memory skills and should be able to turn easily from one language into another and the same time transfer the correct idea of the speaker. Here are a few exercises to practice interpreter's memory skills and abilities.

1. Counting. This activity helps to concentrate interpreter's attention and practice memory. The task is to count all the subjects seen by the future interpreter during the day, these may be cars, people, men and women, boys and girls, trees, supermarkets, even the steps made on the way to some destination. The counted numbers should not be written down? They should be memorized.

2. Find the way out. The following activity deals with different abbreviations that may be represented just with number of letters and originally do not have sense (e.g.: HHY, TYR, SSST, etc.). The abbreviations may be both in native language and in a foreign one. The task for the future interpreter is to decode the abbreviation by giving the sentence or the word combination the words of which start exactly with the letters of the abbreviation (e, g.: MMF — Marry Meets Friends).

3. Newspaper rendering. Rendering newspapers help future interpreters to practice skills of attentiveness. The task is to look through the newspaper article (it can be any paper based text) and mark all letter repetitions (e.g.: SS, TT, EE). The texts should be of both native and foreign languages as a good interpreter should be able to master two-way translation and interpretation.

4. Snowball. The following activity deals with practicing memory skills when future interpreters should master memorizing the sentences one after another repeating all the previous ones.

5. Word sack. Future interpreters are offered a number of words. They may be both in native and foreign languages. The interpreters listen to the number of the words and afterwards try to repeat the m in the same order and give the same number of them.

Memory is an essential part of interpreting, but memory training has long been ignored by professional trainers. From the above analysis, it is possible to conclude that memory skills in interpreting could be acquired by effectively designed exercises. With a well-'trained' memory, interpreters are actually equipped with an effective tool for the encoding and decoding information. It is, therefore, advised that institutions of interpreter training include «memory training» in the design of their courses.

After years of control of a prescriptive approaches over translation and interpretation education, possibly time has arrived for a severe alteration within translation and interpretation education methods. Translation and interpretation education should no longer be visualized as a group of system & statements by translation and interpretation teachers to the students as to what strategies may result to a 'skillful' or 'right' translations and what to a 'wrong' and 'incorrect' one. Understanding the importance of decision-making in translations, the translation and interpretation teachers must attempt to key out the actual translational decisions reached by genuine translator under various socio-cultural and ideological scopes around real life and real situations, and teach you the perlocutionary results resulted given by adoption of such conclusions for the students. They should permit the student to choose voluntarily between various alternatives they have at hand, prompting them that they will become responsible for the selections they make. Translation and interpretation teachers should clear up for the students that each translation and interpretation holds its own target decided by its translators and interpreters, and that they may freely pick out the selections that best help their intended objective of translation and interpretation.

Naturally, methods of training in interpretation aren't limited to the listed above exercises, and each teacher will have the methodical ways to achieve good results. Nevertheless, the described exercises are certainly useful, and their efficiency is confirmed by leading experts in area of training the interpretation.

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Т.Н.Максименкова

Ауызша бірізді аударуды оқытудың ерекшеліктері мен әдістері

Мақалада ауызша бірізді аударманың ерекшеліктері қарастырылды. Мақаланың мақсаты — болашақ аудармашының техникалық, тілдік және коммуникативті іскерліктерін дамыту үшін бірізді аударуды оқытудың әдістерін анықтау. Аударманың бұл түріне негізгі мәтіннің бір мәрте тыңдалуы, оны есте сақтау қиындығы тән болғандықтан, тілдік компрессия мен тілдік өрістету, түсіндірмелі аударма, жалпылау, антонимиялық аударма, компенсация дағдыларын дамытуға бағытталған жаттығулар кешені ұсынылған.

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Особенности и способы обучения устному последовательному переводу

В статье рассматриваются особенности устного последовательного перевода. Цель статьи заключается в определении способов обучения последовательному переводу для развития технических, языковых, речевых и коммуникативных умений будущего переводчика. Так как данный вид перевода характеризуется однократным слуховым восприятием исходного текста, сложностью запоминания, автором представлен комплекс упражнений для развития навыков речевой компрессии и речевого развертывания, описательного перевода, генерализации, антонимического перевода.

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