

New Methods of Teaching Oral Language Consecutive Translation Students

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Abstract: *The article is devoted to the study of new methods of teaching consecutive interpretation to students-linguists of the Uzbek department. As a result, educational Internet resources very open online courses, Moodle, and scratch technology presented, tag cloud-technology, flipped classroom-technology, as well as campus courses that have certain characteristics, ensure the achievement of the goal – the formation of professional competence of the translator in the field of consecutive interpretation when working with the Uzbek-Russian language pair.*

Keywords: interpretation; Chinese; Moodle; tag cloud-technology; scratch-technology; flipped classroom-technology; campus courses.

INTRODUCTION

Currently, there are transformations in the political, economic, and cultural interaction between all states. The increasing cooperation of the Russian Federation with Uzbekistan puts forward new requirements for training personnel to ensure the development of contacts at a higher, higher-quality level [1]. In this regard, there are new requirements for the training of specialists in various fields, in particular translators in the field of consecutive interpretation.

Teaching a foreign language closely linked to the political, diplomatic, economic and cultural ties of the state. Russian language teaching history in Uzbekistan over the past two centuries makes it clear that the fate of the Russian language and the traditions of its teaching directly linked to the political relations between Uzbekistan and Russia.

Russian language teachers mainly invited to teach Russian until the twentieth century, Russian textbooks used, as well as special textbooks for Uzbek students, which compiled by Russian teachers taking into account the specifics of learning Russian in Uzbekistan. To this day, unfortunately, these curricula and textbooks almost not been preserved.

MATERIALS AND METHODS

Many research teams, researchers and methodologists, dealt with the problem of teaching foreign languages, as well as consecutive interpretation: S. K. Gural, P. V. Sysoev, T. S. Serova, T. V. Privrotskaya et al.

Interpretation is a type of translation in which the original and its translation appear in the translation process in an unfixed form. This fact determines the one-time perception of the original segments by the translator and the impossibility of subsequent comparison of the translation after its execution. Translation, as an activity that consists in re-expressing the text, has several different options. Typologization of translations carried out according to various parameters, among which we will consider the following:

- * The form of presentation of the translation text and the original text;
- * The completeness and type of transmission of the semantic content of the original.

Genre-stylistic features and genre affiliation of the translated material. According to the form of presentation of the translation text and the original text, interpretation and written translation are distinguished.

Interpretation is a type of translation in which the original and its translation appear in a non-fixed form, which determines the one-time perception of the original segments by the translator and the impossibility of subsequent comparison or correction of the translation after its execution.

Interpretation, as a rule, carried out in conditions of time scarcity. Written translation is a type of translation in which the original and the text of the translation act as fixed texts that the translator can repeatedly refer. Translation differs fundamentally from interpretation in the absence of time constraints.

The main characteristic of professional translation activity is its analytical nature. Text analysis-in an explicit or intuitive form-is present both at the stages of understanding and converting the source text, and at the stage of checking, editing and evaluating the quality of translation results. It is no exaggeration to say that the role and status of this aspect of translation activity is today one of the most pressing problems of the theory and didactics of translation.

Currently, there are different points of view on this issue, which reflected in the relevant terminology: pre-translation analysis, pre-translation analysis, translation analysis, etc. It noted that domestic researchers, such as M. P. Brandes and V. I. Provotorov, characterized by the interpretation of pre-translation analysis in line with the linguo-stylistic approach based on the genre and stylistic characteristics of the source material [1]. The concept of pre-translation analysis of I. S. It based on the

definition of the text type, its corresponding dominants, and the translation invariant [2]. From the point of view of N. M. Shutova, the goal of pre-translation analysis is to understand and choose a general translation strategy, while translation analysis aimed at making specific translation decisions [3].

Considering the process of consecutive interpreting, translation, it is necessary to refer to the term “oral bilingual discourse”, which is defined as “as a kind of discourse, such structural components of the translation process (the components of communication with translation) and cognitive processes, evolving according to its own rules, evolving represent complex self-organizing system” [3]. Therefore, when studying oral bilingual discourse, it is necessary to consider not only the text of the source language, which intended to transmit to the final one to the addressee, and the converted text language translation, speech situation. However, and take into account all components of the act of communication with a transfer in the current situation of verbal communication (two speech situation, two source, two vocal works, two recipient code and different types of information (background information, information about the structure, semantic and situational information). Considering oral bilingual discourse as one of the varieties of discourse,

According to S.E. Kamilova [1], we assume that it has the following basic categories: proposition, reference, explicator, implicate, inference, presupposition, and mental lexicon. Only taking into account the characteristics and features of all the components presented above, as well as the requirements of federal state educational standards. It is possible to intensify the process of teaching consecutive interpretation.

Informatization of higher professional education, as well as an interdisciplinary approach, require the emergence of new methods of teaching consecutive interpretation to students-linguists of the Uzbek department, which provide training “throughout life”, and not only within a certain course. The openness of linguistic education only in combination with information and communication technologies makes it possible to create an environment for teaching oral bilingual discourse.

Analyzing the experience of methodologists and practitioners [5], we can conclude that at present much attention paid to information and communication technologies, including when teaching various areas of the Russian language. However, the rapidly changing society requires new methods and approaches in the training of future interpreters in the field of consecutive interpretation.

Successfully achieve this goal; we need a closer relationship between the education system and future employers, specialists in various fields, as well as the development of a professorial-oriented education for schoolchildren, which, of course, is more accessible in a virtual environment. Search for new opportunities in the design of the linguistic educational environment

It aimed at the formation of information and communication competence, the development of the ability to adapt to the new conditions of foreign language speech activity, to strategies for overcoming communication barriers in the situation of intercultural communication and in the conditions of computer-mediated communication.

Currently, a large number of Internet technologies used in consecutive interpretation classes for teaching linguist students of the Uzbek Norwegian department. These are online learning resources, Moodle, scratch, tag cloud, flipped, classroom-technologies (table), etc. However, each of them is able to provide only some specific tasks, but not to achieve the goal (the formation of skills, abilities and competencies necessary for the implementation of consecutive interpretation). Only all of them together provide a solution to this problem.

*Application of new technologies in teaching consecutive
Interpretation to students-linguists of the Uzbek department*

Name of the technology	Features / Specifications	Knowledge, skills, skills
Moodle	The global development project, guided by “socially constructive pedagogy”, designed for computer support of the structural basis of a socially creative education system [10], is able to meet the needs of students in the course of consecutive interpretation	The ability to organize their own educational / translation activities; self-regulation; the ability to translate from a sheet of paper; the ability to translate precision vocabulary
Scratch technology	A programming environment that can create interactive stories for students of a particular field.	Expansion of students’ mental vocabulary, thesaurus volume (using quest games, tests, crosswords, etc.), additional background knowledge (using a virtual tour)
Flipped classroom technology	Inverted classes, the opportunity to give theoretical and practical material in extracurricular time	The ability to analyze and use in practice the material obtained independently

Tag Cloud technology	Provide ubiquitous and convenient on-demand network access to shared content.	The ability to search for the necessary information at any time; ICT - the competence of the student.
Campus courses	Additional access to the educational programs of different departments, faculties and institutes, the possibility of free movement within the variable part of the educational program in the space of the entire university campus	Expansion of knowledge in all fields of science within the framework of the humanities, natural sciences, physics and mathematics areas of the classical university

RESULTS AND DISCUSSIONS

Sequential translation requires the translator to retain the contents of significant segments of the original for a long time before the translation begins. If the volume of the original exceeds several utterances, the translator, in the process of perceiving the original, keeps a record of the key points of the content, which helps him to restore the listened message in memory. Keeping records called translation cursive writing and is a system of conventional signs that each translator develops for himself. Thus, interpretation requires special training to develop the ability to see everything at once and completely in the process of visual perception of a certain segment, since there is not always time for at least a cursory acquaintance. The translator should cover as much of the information as possible, start translating without hesitation and “mumbling”, as well as long pauses, not allowing the original text to prevail over the translation, trying to avoid literalisms and calculus.

For example, if you consider a translation from a sheet, it is very easy to go along with the text and fall into the trap of verbatim. When translating from a sheet of paper, it is recommended not giving up before an unfamiliar word or expression, trying to guess the meaning from the general context. At the same time, it is quite acceptable to ask what an unfamiliar abbreviation, term or name can mean, if there is such a possibility.

In addition, although today the question of the levels and parameters of translation analysis is quite debatable, the commonality of different concepts, as V. B. Kashkin notes, based on the objective characteristics of the intra-text organization and extra-text relations. For both Russian and Uzbek researchers, the starting point of translation analysis is the typology of texts, and its main goal is a deep insight into the content of the source text, which provides the most optimal possibility of interpretation by means of the translating language [7, p.50-51]. At the same time, the experience of teaching translation or interpretation to students of the translation department indicates that the final stage of the translator's work on the text is now somewhat secondary, which negatively affects the quality of the translation.

The purpose of this paper is to focus on the problem of analyzing and evaluating the translation result and the need to develop an appropriate technology. As you know, the final stage of the translator's work is editing the translated text, which by definition means checking the translation and making the necessary corrections and changes. The translator works on his own translation in at least two stages: the first stage is the transition from the draft translation to the final version. At the heart of this type of activity is the translator's assessment of the quality of his or her own translation, in other words, self-assessment, which is associated with the significant role of the subjective factor, despite the translator's desire for objectivity. First, this is reflected in the fact that not all novice translators are able critically and constructively evaluate the results of their work. As practice shows, students' self-assessment is very categorical, vague, and often polar: either “..., in my opinion, everything is fine”, or “I am not doing well” (here and further, students' statements in translation and interpretation classes are quoted).

In addition, many students consider the text to be “translated”, and, accordingly, the teacher's task is “completed” already at the second stage of the work, which is traditionally referred to in modern textbooks as “translation itself”. Text editing is understood by students mainly as correcting spelling and punctuation errors of an accidental nature: when asked by a teacher about the purpose for which students read the text of their own translation, the traditional answer usually follows: “To check the commas”. Students' disregard of serious work with the text of the translation or a superficial perception of the essence of this stage indicates both the lack of professional consciousness (the translator does not consider it necessary to read the text after it has been “already translated”) and the lack of translation competence (the translator does not see errors in his text). This state of affairs is partly because not enough attention is paid to editing your own text in practical classes.

The distortion in the description of the subject situation in many cases is the result of the use of naive translation technology: the translator either attributes the word not the meaning that it actually contains, or – in the case of using polysemantic word-uses a more familiar meaning, but not the one that updated in this context. Further, finding that the translated fragment does not correspond to or contradicts the content of the rest of the text, the translator rearranges the context, adapting it to his erroneous translation decision.

For the theory of translation, it is of great interest to clarify the parameters of post-translation analysis for different types of text, depending on the purpose and method of translation. The development of an appropriate training course on this basis and its inclusion in the block of translation disciplines will improve the quality of translation and optimize the training of translators.

The new methods of teaching consecutive interpretation to students of the Uzbek department of linguistics presented above can together create pedagogical conditions. That contribute to the development of professional competence of the translator in the field of consecutive interpretation when working with the Uzbek-Russian language pair, the formation of professional ICT competence of the teacher, as well as an open learning environment. Availability of virtual classes and electronic workbooks, the use of which combined with the program of training linguists in the direction of “Translation and translation studies”, makes the training more accessible, interesting and high quality.

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