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## Memory Training Techniques for Simultaneous Interpretation

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### ANNOTATION

In the modern world, the role of intercultural and interethnic communication cannot be overestimated. The importance of the work of an interpreter as a mediator in conducting various bilateral or multilateral contacts is very significant. Sometimes issues of war and peace are resolved with the assistance of an interpreter. However, in their work, a professional translator can perform various types of translation to solve the task. The purpose of this work is to identify the grounds for classifying the types of translation, in particular, determining the place of simultaneous translation in the system of types of translation and considering the methods of memory training in simultaneous interpretation.

**KEYWORDS:** simultaneous interpretation, methods, memory training techniques, translator.

The practice of preparing translators who are able to translate information rich in meanings and shades from one language to other shows that in addition to language skills, it is also necessary to develop psychological skills.

The translator needs to maintain in an active state a huge amount of information in the field of native and foreign languages. Working as an interpreter requires constant improvement of the ability to perceive and understand foreign language information, training of memory, attention, development of oratory.

Training of future translators is possible within the framework of pre-translation training based on the experience of practical psychology. Translation training provides for the implementation of individual and group tasks, exercises aimed at the formation of professionally important individual and psychological qualities. These are high speech reactivity, contact, mental stability, involvement of attention and others. These qualities can be divided into three main groups: cognitive, communicative regulatory.

Cognitive qualities are characterized by the peculiarities of the functioning of cognitive processes and cognitive activity. These include:

- stability of attention;
- switching of attention;
- distribution of attention;

- involvement of attention;
- the amount of operative and short-term memory;
- the ability to quickly retrieve information from long-term memory;
- developed internal action plan.

Communication qualities:

- ✓ production of texts of various style and content orientation;
- ✓ reformulation of information without loss and distortion of meaning;
- ✓ comfortable intonation;
- ✓ lack of communication barrier;
- ✓ high speech rate.

Regulatory qualities:

- ability to self-regulation;
- high switch ability from one type of activity to another;
- resistance to psycho-emotional stress.

The development of these qualities' forms in future specialists the psychological prerequisites necessary for effective professional development.

The peculiarity of pre-translation training can be formed according to professional orientation.

The experience of using psychological trainings of professionally important qualities at the preparatory stage of translators' training shows high efficiency. The participants of the training increase their self-confidence, decrease anxiety, increase their general vital activity, form an optimistic perception of reality, and further develop the motivation for professional development.

The specifics of pre-translation training are largely revealed in the system of principles on which it is based:

- The principle of activity.

There is constant training in the classroom. If one of the students performs the task, the rest should be ready to replace him at any moment. This requires constant attention from the participants of the training.

- The principle of the research position.

During the training, group members realize, discover, discover the patterns of behavior and reactions of people, their strengths and weaknesses, resources, opportunities and features.

It is necessary that a creative environment arise and be maintained in the training group, the main characteristics of which are problematic, acceptance, and safety. In the process of implementing this principle, a readiness for constant self-learning is formed, and the ability to stay in uncertainty without tension develops.

- The principle of partnership communication.

In partner communication, the interests of other participants in the training, their feelings, emotions, experiences are taken into account. Consistent implementation of this principle forms in future translators the ability to observe and recognize the emotional state of communication partners.

Each of the participants in the training should strive to show as much as possible what he is capable of. Such self-realization becomes a condition for the development and growth of other members of the group.

The implementation of the principle of partnership communication forms such qualities as invaluable acceptance of the other and individual responsibility (the translator has no one to rely on, except for himself).

*The principle of self-development.* The organization of the training and the position of the group leader should be aimed at shaping the mindset of students for permanent independent work. As a result, students develop an understanding that the profession of an interpreter requires constant improvement of their skills and abilities.

*The principle of individual offset.* Each trainee must develop his abilities and skills under his own responsibility, as the interpreter is with another person one on one. Thus, translation training has a pronounced individualistic orientation.

This principle makes it possible to form a position of personal responsibility for the quality of the translation already at an early pre-translation preparation.

The work of an interpreter is a special type of communicative activity, therefore the specificity of communicative training for an interpreter lies in the fact that, unlike other professional groups, the interpreter must avoid using non-verbal means of communication to express difficult-to-verbalize shades of meaning. At the same time, he must maintain non-verbal contact at all times both with those whose speech he is translating and with those for whom he is doing it.

*General involvement in work.* It is implemented in different ways: unexpected connections of participants to a task that others are performing, distribution of roles so that everyone has their own individual task, etc.

*Coaching modeling.* The trainer himself demonstrates those forms of behavior that the participants in the training should master.

*Training apparatus.* Often the student cannot do what is required of him, although he knows how to do it. In accordance with the rules of the simulator, it is necessary to train until the corresponding reaction becomes automatic.

*Optimistic approach.* Each student should feel that he is a very capable person. And he will succeed. The feeling of success is an important psychological factor.

*Individual approach.* Each exercise included in the training should leave the facilitator "room for maneuver" so that both "strong" and "weak" students can feel their success.

*Separation of meaningful and reflective aspects of the lesson.* The started exercise or task must be brought to the end and completed. Only then can the results be discussed. It is impossible to interrupt and interrupt with the remarks and comments of the person performing the task.

Finally, we can formulate some requirements for the leader of the pre-translation training:

- ✓ he must master the methods of teaching;
- ✓ be a practicing translator;

✓ have experience in training.

*Compliance with these rules is essential.* Only a facilitator who has experience in translation activities and experience in leading groups can notice the weaknesses of the future translator, compensate for them and develop strengths.

The work of the training group has two aspects: content-active and personal. The content-active aspect corresponds to the main content goal of the training. The personal aspect is a group atmosphere, against which the events of a meaningful and active plan unfold, as well as the state of each of the group members individually. As a result of the psychological exercises of the training, there may be changes in the state of the group and its participants. The task of the facilitator is to keep the content-active plan in the focus of the group's attention.

Since all training exercises have a clear focus on the formation of specific psychological qualities, special attention should be paid to the instructions for the tasks performed. The effectiveness of the exercises largely depends on the clarity, clarity and conciseness of the instructions. Sometimes it is useful in the process of speaking the instructions to give an example illustrating the implementation of the exercise or to demonstrate how it should be performed.

Thus, there are a number of techniques, exercises and technologies for memory training with simultaneous interpretation

- Japanese scientists believe that the best way to pump up the brain is mental counting: Mental counting is the active involvement of what we call working (or short-term) memory. The one that allows us to keep current information. So I go to the store, I'm going to buy this and that, but I went inside and forgot. So my working memory failed me. Or vice versa, I went in and I remember everything: therefore, the working memory is in order.
- Austrian scientists suggest drawing: Drawing involves those parts of the brain that are associated with the retention and transformation of images. We transfer the object to paper: the way it looks, how the shadows are distributed on it. Usually in life we work with signs: we write letters, numbers. But we do not work with images. Therefore, while drawing, we involve the spatial, right hemisphere parts of the brain, which are usually not involved in us (unless you are an artist). Drawing is the same fitness. We go to the fitness room to pump those muscles of the body that usually do not tense up. It is the same with the brain: while drawing, we involve in the work those areas of it that are less involved in ordinary life.

Or juggling: Juggling is considered a very rewarding exercise in terms of both movement and brain development. Because it requires a very high degree of hand-eye coordination.

The effectiveness of any training depends on the motivation of the participants. The interest in the sessions and the activity of the participants increase if they know and are well informed about the expected results of the session.

In this study, we have made an attempt to present our vision of the problem of classification of memory training techniques in simultaneous interpretation and related issues. The issue of simultaneous translation is too extensive and requires constant study. In our opinion, the facets of this problem highlighted in this work

deserve to be taken into account both from the point of view of theory and in practice in the training of future specialists in the field of simultaneous interpretation.

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