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2. Robinson P. Individual differences, cognitive abilities, aptitude complexes and learning conditions in second language acquisition. *Second Language Research*. 2001 Vol. 17 № 4 P. 368—392. doi: 10.1177/026765830101700405
3. Sager Juan C. Quality and standards: the evaluation of translations. *The Translator's Handbook*. Catriona Picken (ed.). London: ASLIB, 2eme ed. 1989. P. 91-102.
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CULTIVATING STUDENT'S INTERPRETING SKILLS

Yakusheva Yulia,

senior teacher, The Johannes Gutenberg University, Mainz, Germany

Kurbanova Dilafruz Shuxratovna,

teacher, Uzbekistan State World Languages University, Tashkent, Uzbekistan

Abstract. *The thesis investigates effective tools and strategies for teaching interpreting. The authors reveal all available comprehensive resources and the approaches to teaching interpreting; The research will contribute to the further development of designing effective tools and techniques that can be applied in the interpretation classroom. The thesis begins with a definition and task analysis of interpreting followed by a discussion of the role of training interpreting.*

Keywords. *Teaching Interpreting, spoken-language interpreting, sign/visual language interpreting, direct interpreting, whispered interpreting, sight translation, or sight interpreting.*

Introduction: Interpreting as a modern profession has established its status in the international communities. Interpreters help people overcome language barriers, dispel their suspicions and serve as a bridge in intercultural communication. Also, based on the analysis of the interpreting process and all aspects of the teaching of it, the experts, at home and abroad, are generally convinced that it is the prime task and ultimate objective of teaching interpretation to train abilities and skills. Human beings communicate with each other from the

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very beginning of mankind. The communication intensified once the peoples evolved and developed from a technological, social and economic point of view. This progress facilitated the contact between persons not sharing a common culture and sometimes even a common language. In this context, effective human communication could take place only if a linguistic and, at the same time, cultural mediator helped them convert the messages from one language into the other. The cultural and linguistic mediation may be written or oral; the first one is termed 'translation', while the second one is 'interpretation' or 'interpreting'.

Main part. Interpreting as a modern profession has established its status in the international communities. Interpreters help people overcome language barriers, dispel their suspicions and serve as a bridge in intercultural communication. But, to finish all these tasks, an interpreter should possess special talents and skills and therefore interpreting skills have become one of the hot issues that received wide attention. Also, based on the analysis of the interpreting process and all aspects of the teaching of it, the experts, at home and abroad, are generally convinced that it is the prime task and ultimate objective of teaching interpretation to train abilities and skills. [1] Interpreting can be classified from at least four major perspectives: the language modality, the working modes, the social context, and the discourse type. The language modality helps us identify two types of interpreting:

- spoken-language interpreting or simply interpreting, which refers to the definition given to interpreting in the previous section, implying the conversion of a message from one spoken language into another spoken language;
- sign/visual language interpreting, also known as interpreting for the deaf, which refers to the conveyance of a spoken message in a language into the sign language of the language in which the speech is delivered. Two working modes—consecutive and simultaneous interpreting – which are still in use nowadays. By consecutive interpreting, one understands that the interpreter takes notes while listening to a spoken discourse in the source language, and then renders it into the target language. The sub-types of consecutive interpreting are:

- direct interpreting: the interpreter sits/stands next to the speaker and interprets his/her speech in another language;

The communicative approach is referred to as interpretive. Researchers like D. Seleskovitch and M. Lederer developed what they called the “theory of sense,” mainly based on the experience of conference interpreting. According to this perspective, meaning must be translated, not language. Language is nothing more than a vehicle for the message and can even be an obstacle to understanding. This explains why it is always better to deverbalize (instead of transcoding) when we translate. [2]

The interpreter’s profile is complex; s/he needs to have cognitive and soft skills to face the challenges of the profession successfully. The professional skills developed in interpretation classes are: effective communication in at least two modern languages (B and C) in a wide range of professional and cultural contexts, adequate use of specific registers and language variants in writing and speaking; [3]

- appropriate use of the techniques of translation and interpretation from the B/C language into the A language and the other way around, in areas of broad and semi-specialized interest;

- negotiation, linguistic and cultural mediation in the A, B, and C languages;

The cross-cutting skills that the programme aims to develop in the interpreting students are optimal management of professional tasks and ability to perform them on time, rigorously, efficiently and responsibly and using team-building techniques; Combining translation and interpreting training is advisable as both raise the students’ “awareness of language-in-contrast”. This helps them learn to encode the information in the way in which they want to recall it for rendering it into another language. [4].

The kinds of exercises done during the interpreting classes are:

- summarising orally a piece of discourse on a theme chosen by the student: culture, education, healthcare, international events;

- memory exercises: listening to a piece of discourse and remembering connectors, numbers, names, main ideas, and even the discourse itself (topic: culture and civilisation, documentary);
- text analysis, grouping and synthesizing ideas, keywords identification (general facts, economics, law, healthcare, science);
- sight translation/interpretation (Topics: violence in school and society, environmental protection);
- practising interpreting through role-plays (conferences, round tables, meetings, interviews, guided tours, etc.). Interpreters like all professionals must undergo permanent training. To solve interpretation problems, an interpreter must make use of his/her cleverness, creativity, curiosity, intuition, ingenuity, reflection, resourcefulness, and much more.

Conclusion. In conclusion, it should be noted that training time is the time to introduce students to the real-life process of interpretation. They should be made aware of the fact that there are many factors which may act as constraints on the process. Their role is to make certain decisions to manoeuvre among those factors. The above exercises aim to enable students to produce correct, coherent and fluent interpreting. However, all those exercises are in-class activities. Real-life conditions will be different and sometimes more difficult. Therefore, students should be prepared to solve various problems before they work in real-world work experience.

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