



A Game Method In Teaching Consecutive Interpreting

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Abstract – The article is devoted to the analysis of the importance of various games in teaching consecutive interpretation to students, by taking into consideration place, time, and psychological aspects that can impact the effectiveness of the student's outcome. An explanation of the term translation is represented by different scientists who studied the types and specific features of translation as an important activity in the functional process of any translator.

Keywords: consecutive interpretation, translation, functional process, translator, disciplines.

INTRODUCTION

The subject of the theory of teaching translation seems to be one of the most important disciplines in the course of the work of a translator. In daily work, one must choose a translation method for adequately conveying a message, stylistic coloring, and emotional features of a text. As for domestic literature, here the game method of teaching sequential interpreting is a much less studied phenomenon. This type of translation is the object of research in the works of V. V. Alekseeva, K. A. Kasatkina. Other authors touch upon the game method in passing, considering either translation methods in general, or any of the translation methods in particular.

Analysis: Analyzing these definitions, we can conclude that all authors consider freedom of action and increased motivation on the part of the student to be the distinguishing characteristics of the game method. On the whole, there is no unambiguous definition of this method of translation in domestic translation studies, apparently due to the lack of targeted research devoted directly to the game method of oral consecutive translation. On the one hand, this method of translation attracts the attention of many scientists, both in our country and abroad. Moreover, the game method is included in the curriculum of most translation faculties, although it is presented there in different ways.

On the other hand, almost all authors consider this method of teaching translation through the prism of other translation methods, indirectly. In addition, the research appears to be highly fragmented and unsystematic. Based on the foregoing, the urgent need for a fundamental study of the game method as a separate, independent type of translation activity seems undeniable. One of the most common types of interpreting today is consecutive interpreting. Unlike a written translation, a message in the original language is presented once. Consecutive interpreting is a method of interpreting in which the interpreter begins to interpret after the speaker has stopped speaking, having finished the whole speech or some part of it.

Methods: Consecutive interpreting uses one language pair. The size of the translated segment of speech can be different: from a single statement to a text of a significant volume, but as a rule, no more than 2-3 minutes. This type of translation requires significant segments of the original to be retained in the translator's memory for a long time before the start of the translation.

When teaching translation, the following methods can be considered the most effective:

- reproductive methods business role-playing games;
- search methods (independent work of students, work with reference literature);
- perceptual methods video lessons, meetings with representatives of English-speaking countries;
- logical methods language exercises, "case studies" or analysis of a specific situation.

The reproductive method is characterized by the fact that students reproduce the acquired knowledge. The necessary strength of assimilation is provided by repeated repetition of knowledge. The reproductive activity of students must necessarily be combined with creative activity.

A business game is a form of recreating the subject and social content of the future professional activity of a specialist, modeling those systems of relations that are characteristic of this activity, modeling professional problems, real contradictions, and difficulties experienced in typical professional problem situations.

Perceptual methods are methods of organizing and implementing sensory perception of educational material. A video lesson is one of the perceptual methods. During such lessons, oral translation skills are practiced. After viewing a small part of the text, students translate it. Errors are immediately indicated and discussed, and the translation is corrected. Thus, each student can try himself as an interpreter. It should be noted that videos or excerpts from them should be selected on professional topics. While watching videos, active complex training is carried out, namely: memory training, training for switching from language to language, tempo training, and work on vocabulary.

The video method includes educational and educational functions, which is due to the high efficiency of the impact of visual images. Information presented in a visual form is the most accessible for perception and is assimilated easier and faster.

Meetings with representatives of English-speaking countries are undoubtedly an effective method in the process of learning to translate. During such meetings, students have the opportunity to communicate with native speakers and can join their culture and traditions.

To the logical methods, I attributed the language exercises of the pre-translation and translation nature, which ensure the formation of translation skills. This set should include exercises to overcome translation difficulties, compare different translation options and analyze translation errors, paraphrase and interpret the source text and the translation text, to translate oral and written speech. The essence of the exercises, during which translation correspondences are introduced and consolidated, boils down to the fact that on the material of the same texts containing the most commonly used vocabulary, various types of translation and retelling are carried out as many times as necessary for a sufficiently firm assimilation of interlingual correspondences. Monotony is overcome by setting a different task each time.

Another method that should be attributed to the group of logical methods is the "case study" or analysis of a specific situation. It is advisable to combine the method of analyzing a specific situation with the reproductive method, i.e. the role-playing method, after which the students' work is discussed, mistakes are analyzed, appropriate conclusions are drawn, or with the perceptual method, when after watching the video material, a discussion and analysis of a specific situation also takes place. Thus, students learn from their own and others' mistakes.

Recently, in many areas of science, there has been a restructuring of practice and methods of work, in particular, various kinds of games are becoming more widespread. The game method is sometimes used in teaching consecutive interpreting. The lesson imitates the situation of oral translation: for example, an interview or a conversation between two foreigners through an interpreter. Native speakers are, as a rule, involved as educational "speakers". To control the translation process, at least two teachers must participate in the lesson. The topic and key issues, as well as the issues to be discussed in the "negotiations" or "interviews", are prepared in advance. Such classes are extremely useful for developing translation behavior, and translation tactics and are instructive as a model of the situation of communication through an interpreter: they can really feel the consequences of the translator's mistakes and observe what their result may be.

The educational possibilities of using the game method have long been known. Many scientists involved in the methodology of teaching foreign languages rightly paid attention to the effectiveness of using the game method. This is explained by the fact that the game manifests itself especially fully, and sometimes unexpectedly, the abilities of any person. The game always involves certain tensions of emotional and mental strength, as well as the ability to make decisions. The desire to solve these questions sharpens the mental activity of the players. The fact that the student also speaks a foreign language is also positive.

A feature of the game method is that everyone is equal in the game. It is feasible for almost every student, even those who do not have a sufficiently strong knowledge of the language. Moreover, a student who is weak in language training can become the first in the game: resourcefulness and ingenuity here are sometimes more important than knowledge in the subject. A sense of equality, an atmosphere of enthusiasm and joy, a sense of the feasibility of tasks - all this makes it possible for the student to overcome shyness that prevents him from freely using the words of a foreign language in speech, the fear of mistakes is reduced, and has a beneficial effect on learning outcomes. The language material is imperceptibly assimilated, and along with this, a feeling of the satisfaction arises, the student can already speak on an equal footing with everyone.

The place of the game in the lesson and the time allotted to the game depend on a number of factors: the preparation of students, the material being studied, the specific goals and conditions of the lesson, etc. Games can be grammatical, lexical, phonetic, and spelling. All of them contribute to the formation of speech skills.

Training students in the use of grammatical structures, which requires their repeated repetition, tires students with its monotony, and the efforts expended often do not bring quick satisfaction. The use of gaming learning methods will help make boring work more interesting and exciting.

The importance of sight translation for mastering the skills of simultaneous translation and for real translation practice seems obvious to us. Sight translation helps the brain tune in to "multitasking": one area is busy searching for information, the other is forecasting, and so on. In other words, students learn to distribute attention between several tasks, as is the case with simultaneous translation. Forecasting, translated from a sheet, is usually understood as the prediction of the author's thoughts. But at the same time, there is a risk of guessing wrong, a risk of error, as well as a risk that it will become a habit to complete the translation before the speaker stops. Actual forecasting provides the translator with a margin of time to optimize both the forecasting process itself and the processes of analysis,

understanding the text, and constructing a phrase. This is a complex mechanism that deserves more detailed consideration. Sight translation allows students to develop the necessary speed of reaction when searching for an equivalent from a “working” vocabulary, and teaches them to clearly formulate a thought (selecting a suitable synonym, and skillfully structuring the phrase).

Conclusion: It is important to put students in real translation situations already during the learning process, which require the ability to quickly find information in the text, view it vertically or diagonally, marking for themselves fragments containing precise information, such as a quote or numbers. It seems that sight translation combines the maximum of principles that are important for an interpreter; The above list is not exhaustive and can easily be supplemented. Students who successfully cope with sight translation usually do not have problems with simultaneous translation either. Some interpreters do it regularly to practice in preparation for a conference or just before entering the booth. The significance of the game method for mastering the skills of consecutive translation and for real translation practice seems obvious to us. The game method helps the student to navigate in an unfamiliar situation, increases the student's motivation and gives him more confidence in his work.

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