

DIFFERENT STEPS TO TEACHING INTERPRETING

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Annotation: This article discusses different phases in teaching interpreting in a classroom atmosphere using semi-authentic and authentic teaching materials to bring the students close to both English and Uzbek real-life environments and exposed to different discourse genres and different English dialects and accents.

Keywords: Interpreting, method, “Teacher-speaker, student-translator” phase, “CD player-speaker, student-translator” phase, “Student-speaker, student-translator” phase, “VCD player-speaker, student-translator” phase, “Radio-speaker, student translator” phase, “News show-speaker, student-translator” phase.

Annotatsiya: Ushbu tezisda talabalarni ingliz va o‘zbek real hayotiy muhitiga yaqinlashtirish hamda o‘quv materiallaridan foydalangan holda sinf muhitida og‘zaki tarjimoni o‘rgatishning bosqichlarini muhokama qilamiz.

Kalit so‘zlar: Tarjimon, metod, “O‘qituvchi-ma‘ruzachi, talaba-tarjimon” bosqichi, “CD pleyer-ma‘ruzachi, talaba-tarjimon” bosqichi, “Talaba-ma‘ruzachi, talaba-tarjimon” bosqichi, “VCD-pleyer-ma‘ruzachi, talaba-tarjimon” bosqichi, “Radio-so‘zlovchi, talaba-tarjimon” bosqichi, “Yangiliklar ko‘rsatuvchi-so‘zlovchi, talaba-tarjimon” bosqichi.

Аннотация: В этой статье обсуждаются различные этапы обучения устному переводу в классной атмосфере с использованием полуаутентичных и аутентичных учебных материалов, чтобы приблизить учащихся к английской и узбекской реальной среде и познакомить их с различными жанрами дискурса, различными английскими диалектами и акцентами.

Ключевые слова: Устный перевод, метод, фаза «Преподаватель-докладчик, студент-переводчик», фаза «CD-проигрыватель-диктор, студент-переводчик», фаза «Студент-докладчик, студент-переводчик», «VCD-проигрыватель-диктор, студент-переводчик» этап «Радиоведущий, студент-переводчик», этап «Диктор новостей, студент-переводчик».

Each stage consists of three parts, firstly, preparation of the teacher or students outside the classroom. The teacher or student should prepare written texts and oral scripts for the presentation, as well as auxiliary electronic devices such as a laptop or computer, projector (LCD) set, tape recorder/cassette player, CD/VCD player, OHP. Second, classroom preparation before the presentation broadcast.

Before starting the presentation, the teacher or student should make sure that everything is in place and in good condition. Third, translation practice. It is a part of learning, teaching, and experience that every student should fully participate in. There are

two sections in this section available: translation from English to Uzbek and translation from Uzbek to English.

In the first stage, the teacher acts as a speaker and a selected student acts as an interpreter, and in the second stage, each student plays a dual role as a speaker and an interpreter.

In the second stage, there are two activities: (a) interpreting the speech in an organized formal table; and (b) interpret the pulpit discourse. Materials for both stages are selected from descriptive and indicative speeches in English or Uzbek. In the third stage, each student is assigned to interpret the message on tape/cassette or CD directly from the speaker.

English and Uzbek writing materials are selected from stories, dialogs. In the fourth stage, each student begins to directly interpret the message from the speaker on the VCD, which is viewed through a larger screen of a television monitor or projector (LCD). In this step, normative and procedural discourses are selected for interpretation purposes.

English dialects and accents are also taken into account in the selection of materials. For stage five and stage six, all speech genres are not used as regularly as in the previous stages, as these are live broadcasts, not recorded. , so it's impossible to predict which genre will come out first and which one will.

Six stages of teaching interpretation

The following six steps are recommended for students to develop translation skills, knowledge and experience. These steps are deliberately arranged with different exercises from the easiest to the most difficult. However, before starting each step, the teacher should keep in mind that: (a) the class should be at least ten students and the teaching schedule should be different. By having this small number, each student will have the experience of learning, practicing and translating during class.

However, such a division depends entirely on the number of students applying for the course and the free time of the teacher; (b) In the first stage, each student must work twice as an English-to-Uzbek or Uzbek-to-English translator. In the second stage A, each student should appear four times: twice as a speaker at a well-organized table and twice as an interpreter, and in the second stage B, each student should appear from the podium twice as a speaker; one in English, the other in Uzbek; he has to do two translator jobs in English and Uzbek. For the third, fourth, fifth and sixth stages, each student works as an interpreter only twice each.

FIRST STAGE: "Teacher-speaker, student-interpreter" Extracurricular training of the teacher

a. The teacher prepares twenty discussion topics in descriptive speech. One half is in English, the other half is in Uzbek. He can use selected slides to support the presentation.

Classroom preparation before the presentation

- a. A table with two chairs is well placed in front of the classroom;
- b. A computer unit and a projector set are well installed in the classroom;
- c. The first five students are randomly selected for the first session. Each student takes 5-10 minutes to practice, including comments from the teacher and peers;

d. Students will be asked to comment and ask questions after the lecture. This practice is conducted in the form of Presentation-Discussion;

e. Students are told to follow the interpretation process in this exercise, for example Speech: presentation (by the teacher) à Interpreter (by the student) à Speech: comments and questions (by the audience) à Interpreter (by the student)

à Speaking: responses to audience comments and questions (by the teacher) à Interpreter (by the student);

f. An assessment sheet is distributed to each student to evaluate the performance of their peers.

Translation process (the first 10 topics in descriptive form are from English to Uzbek, and the next 10 topics are in the opposite direction)

a. The teacher speaks English / Uzbek on a certain topic;

b. The student translates into Uzbek / English;

c. The rest of the students listen, fill in the evaluation form and take notes in Uzbek / English to ask questions and comments;

d. Teacher and students provide feedback on students' performance on strategies and language use.

SECOND STAGE (A): "Student-speaker, student-interpreter" (speech on the podium)
Extracurricular training of the student.

a. Students are asked to prepare two discussion topics: one in English and the other in Uzbek. Both are expository (argumentative) speeches.

Classroom preparation before the presentation.

a. A table with two chairs is well placed in front of the classroom;

b. Students are instructed to form pairs. Each pair is a teacher and takes 5-10 minutes to practice, including comments from peers;

c. Students will be asked to comment and ask questions after the lecture. This practice is conducted in the form of Presentation-Discussion;

d. Students are told to follow the process of the interpreter in this practice, for example Speech: presentation (by the student speaker) à Interpreter (by the student interpreter) à Speech: comments and questions (by the student audience) à Interpreter (by the student). interpreter) à Speaking: responses to audience comments and questions (by the student speaker) à Interpreter (by the student interpreter);

e. Each student is given an evaluation sheet to evaluate the performance of their peers.

Translation process (first speech in English, second in Uzbek)

a. The student speaker speaks on a certain topic in English / Uzbek;

b. The student translator translates into Uzbek / English;

c. The rest of the students listen, fill in the evaluation form, take notes in Uzbek / English to ask questions and comments;

d. Teacher and student interpreter learner's strategies and language

give an opinion about the activity on the use. THIRD LEVEL: "CD player-speaker, student-interpreter" Extracurricular training of the teacher.

- a. The teacher selects separate short speeches in English and Uzbek from various records. Everything is a story, a dialogue speech;
- b. The teacher ensures that the CDs are in good condition;
- c. The teacher copies or records selected topics from different tapes / CDs to a new tape / CD;
- d. The teacher checks and tests the tape recorder / CD player.

Classroom preparation before the presentation

- a. A table with a chair is well placed in front of the classroom;
- b. A tape recorder / CD player is placed on the table and it is open for the teacher to work;
- c. After the speech, the students are asked to comment on the performance of their peers. This practice is conducted in the form of "Conversation" or "Lecture" (one-way communication).

d. Students are told to follow the translator's process in this exercise, for example Speech: presentation (via CD player) → translation (by the student).

e. An assessment sheet is distributed to each student to evaluate the performance of their peers.

FOURTH STAGE: "VCD player-speaker, student-interpreter" Teacher training outside the classroom

a. The teacher selects individual short talks in English and Uzbek to record from VCDs stored in the library/resource center or, if permitted, from any website. All are normative and procedural discourses;

b. The teacher checks the VCDs to make sure they are in good condition;

c. The teacher copies selected topics from different VCDs to a new VCD;

d. The teacher checks and tests the VCD player set on the laptop or the built-in VCD player;

e. The teacher tests the TV monitor or projector (LCD) and the screen;

Classroom preparation before the presentation

a. A table with two chairs is well placed in front of the classroom;

b. VCD player and TV monitor or projector are well placed and check if they are comfortable for the teacher to work;

c. Students are instructed to form pairs. Each pair (one interprets the interlocutor's speech, the other the interlocutor) takes 5-10 minutes to practice.

d. After the speech, students are asked to comment on their peers' performance. It will be held in the form of "Interactive conversation".

e. Students are told to follow the translation process in this exercise, for example Speech: presentation (via VCD player) → translation (by pairs of students).

f. An assessment sheet is distributed to each student to evaluate the performance of their peers.

Translation process (first part from English to Uzbek)

a. The teacher plays the VCD in his English/Uzbek speech with a pause each time to give the student a chance to translate;

- b. The student translates into Uzbek / English;
- c. The rest of the students listen, complete the assessment sheet, and note specific items for comment;
- d. Teacher and students provide feedback on students' strategies and language use;
- e. The teacher replays the VCD to check the language used for discussion and correction purposes.

FIFTH STAGE: "Radio-speaker, student-interpreter" Extracurricular training of the teacher

- a. The teacher checks the condition of the radio and checks the sound quality;
- b. The teacher broadcasts news during the lesson and more prepares a blank tape for program discussion and feedback.

Classroom preparation before broadcasting

- a. A table with a chair is well placed in front of the classroom;
- b. Checks that the radio and tape recorder with a blank tape for recording news and other programs are well placed and convenient for the teacher to work;
- c. All students are asked to record the main points of news or speeches on radio programs and then translate them. Each student takes 5-10 minutes to complete the work. The teacher and students also give comments and questions.

d. Students are told to follow the process of translation in this practice, for example Speech: presentation (via radio) → translation (by each student by noting or summarizing the main points) → Transfer (by the student) based on thoughts or summary message.

- e. Each student is given an evaluation sheet to evaluate the performance of their peers.

Translation process (first part from English to Uzbek)

- a. The teacher turns on the radio in the English / Uzbek news or talk show and simultaneously presses the record button;
- b. Each student explains by writing down the main points in Uzbek/English or drawing a conclusion on a piece of paper;
- c. Each student speaks to the class, stating key points chosen at random;
- d. The rest of the students listen, complete the assessment sheet, and note specific items for comment;
- e. The teacher and students comment on the student interpreter's performance in terms of strategy and language use;
- f. The teacher plays the recording back to check the language used for discussion and correction.

SIXTH LEVEL: "Newscast-speaker, student-interpreter" Teacher training outside the classroom

- a. The teacher checks the condition of the TV;
- b. News or other for teacher discussion and feedback prepares a blank VCD for recording programs.

Preparation in the classroom before the broadcast

- a. A table with a chair is well placed in front of the classroom;

b. A blank VCD player for recording ready-to-play TV and news programs is well-arranged and checked for ease of use by the teacher;

c. All students are asked to record the main points of news or speeches on television. Each student repeats the ideas in the receptor language from their notes for 3-5 minutes.

d. In this practice, students are told to follow the process of translation, for example Speech: presentation (via television) → translation (by each student in the way of recording or summarizing the main points) → delivery of the idea (by the student) a message is created based on the ideas or a structured conclusion;

e. An assessment sheet is distributed to each student to evaluate the performance of their peers.

Translation process (first part from English to Uzbek)

a. The teacher turns on the English / Uzbek news and other intended programs on the TV, then simultaneously presses the record button on the VCD player;

b. The student translates into Uzbek/English by recording the main points or drawing a conclusion on a piece of paper;

c. Each student is selected at random and presents the main points recorded using a recursive script.

d. The rest of the students listen, complete the assessment sheet, and note specific items for comment;

e. The teacher comments on the student translator's work on strategies and language use.

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