

THE IMPORTANCE OF SIMULTANEOUS TRANSLATION IN LINGUISTICS

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ABSTRACT

This article describes the relevance of teaching a foreign language (using the simultaneous translation as an example). It covers various methods that contribute to better language acquisition. In teaching languages, the main role is played by the psychological climate, which affects the development of communicative skills and abilities. Important aspects in teaching languages, where it is necessary to take these factors into account, are considered. Optimized mood in the group is one of the main components in teaching a foreign language. Productive methods of teaching foreign languages are indicated.

Key words: *methods; simultaneous translation; titles of positions and ranks; psychological mood; practical classes; cognition; lesson process; survey.*

АННОТАЦИЯ

В данной статье описывается актуальность обучения иностранному языку (на примере синхронного перевода). Рассматриваются различные методы, способствующие лучшему усвоению языка. В обучении языкам главную роль играет психологический климат, который влияет на развитие коммуникативных навыков и умений. Рассматриваются важные аспекты обучения языкам, где необходимо учитывать эти факторы. Оптимизированный настрой в группе является одним из основных компонентов обучения иностранному языку. Указываются продуктивные методы обучения иностранным языкам.

Ключевые слова: *методы; синхронный перевод; наименования должностей и званий; психологический настрой; практические занятия; познание; процесс урока; опрос.*

INTRODUCTION

With increasing globalization, communication across language and cultural boundaries is becoming an essential requirement of doing business, delivering education, and providing public services. Due to the considerable cost of human translation services, only a small fraction of text documents and an even smaller percentage of spoken encounters, such as international meetings and conferences, are translated, with most resorting to the use of a common language (e.g. English) or not taking place at all. Technology may provide a potentially revolutionary way out if

real-time, domain-independent, simultaneous speech translation can be realized. In this paper, we present a simultaneous speech translation system based on statistical recognition and translation technology. We discuss the technology, various system improvements and propose mechanisms for user-friendly delivery of the result. Over extensive component and end-to-end system evaluations and comparisons with human translation performance, we conclude that machines can already deliver comprehensible simultaneous translation output. Moreover, while machine performance is affected by recognition errors (and thus can be improved), human performance is limited by the cognitive challenge of performing the task in real time.

In the process of language teaching, practical translation lessons play a significant role in the formation of translation skills. As is known, practical translation lessons are reflected in processes such as literary translation and film translation. Along with these, it is no exaggeration to say that the translation of newspaper texts is also one of the main factors that form translation skills in students.

In the translation process, it is of great importance to select certain language units that are appropriate for it, taking into account the functional style to which the text belongs. Within each functional style, it is possible to distinguish specific language features that affect the translation process and its result.

The importance of language as a diplomatic and cultural bridge, especially in the modern globalized world, is extremely great. It is through studying a foreign language that one can get acquainted with the history, culture, literature and current situation of this people.

Although the Uzbek language and literature have a long history and rich heritage, their promotion abroad is lagging behind, and there are a number of primary problems related to teaching our language that are waiting for their solution.

If the low interest in learning the Uzbek language abroad is a complex aspect of the issue, then the lack of modern textbooks and excellent dictionaries for those who want to learn it, the lack of local teachers who can freely explain the Uzbek language in foreign countries, and the lack of a mechanism for their material and moral support are aspects that can be solved by the government.

DISCUSSION AND RESULTS

In recent years, the growing prestige of our country on the world stage and its strategic importance in the region, especially its political and diplomatic activation in the international arena, have increased interest in our country. Taking advantage of this situation, it is possible to spread the Uzbek language and culture abroad more widely, using it as a “soft power” of diplomacy. Based on a long-term strategy,

teaching the Uzbek language abroad and promoting Uzbek literature serves as a relatively effective tool for strengthening cultural and political ties and promoting the national interests of Uzbekistan.

This article and recommendations are written not from a linguist and philologist, but from the perspective of an economist-diplomat who considers himself primarily a mathematician, based on his personal experience and the views he has gained.

As is known, simultaneous translation of a text is the transmission of the meaning of the text simultaneously with the speaker, which is a labor-intensive job, due to the contact of two different structures, where the features of each have to be taken into account.

The question of why simultaneous interpreting merits our interest needs to be asked a priori because after sixty years of providing a vital daily service to the international community, the activity remains an arcane field of study. This status of the discipline is probably due in equal parts to the occult, not-quite-respectable odour of translation generally, and to the extreme difficulty of capturing SI for research.

The analyses and conclusions of authors like Quine and Keenan are valid, but the mistaken inference that translations are therefore products of linguistic communication which are less pure than spontaneous production, or epistemologically inferior to it, reflects an obsolete logical-semantics paradigm which sees language as a code capable of perfectly expressing thought if only it is perfectly used. In a modern, code-plus-inference model of linguistic communication, in contrast, ordinary spontaneous (or even carefully composed) linguistic productions do not perfectly express thoughts and communicative intentions, but merely offer sophisticated evidence for inferring them. In this paradigm, sovereign utterances, as best attempts to represent and communicate 'original' thoughts, enjoy no special status over 'translations', which are best attempts to communicate a thought originating in the act of understanding someone else's utterance; the resulting text or discourse is no less capable of enriching and fertilising a target culture, or stimulating associations in an audience, as the 'original' in its own domain.

It is important to note that working with text in the formation of intercultural competence is primarily based on understanding lexical, stylistic and grammatical forms, as well as on the ability to analyze and understand what has been read in the context of the national characteristics of the author.

Therefore, the texts offered for reading should have intercultural potential. It is legitimate to put forward the principle of the intercultural value of the text - the presence in the text of information about one culture, which makes it possible to

compare it with similar information about a foreign culture, and the presence in the text of an explicit comparison of two or more cultures.

The teacher plays a large role in selecting texts for reading, since it is he who selects the text, determines its compliance with the level of training and professional requirements. It is important, firstly, to pay attention to its thematic and linguistic and cultural significance, and secondly, to grammar and stylistics. Therefore, the substantive content of the text and the information content are of particular importance. In order to select educational texts on the basis of which intercultural competence can be formed, it is also important to take into account the national composition of the study group; the level of students' language proficiency is also related to the volume and compositional complexity of the text.

The described mechanisms allow simultaneous translation to exist as a separate type of human communicative activity, the most characteristic feature of which is the special role of the translator in the speech act, which, when considering the communicative model of translation, is completely unrelated to the role of the speaker or listener in the literal sense of the concepts of information. Despite the fact that the translator repeats speech and actively perceives information, he participates in the speech act as an intermediary. He is an intermediary, providing an established information channel between the speaker and the listener. It follows from this that the translator must choose such strategies and tactics in the course of his work that do not change the flow of information, but rather accelerate it. In this case, it is important to take into account the ergonomic features inherent in the joint venture.

The ergonomic features of SP, which are determined by the conditions of use of this type of translation and affect the choice of certain strategies and tactics in solving the task assigned to the simultaneous interpreter, include:

- the need to use special equipment (headphones and microphone);
- extreme working conditions that can provoke a stressful state of the interpreter

At the end of each lesson, short exercises and texts are given. In order not to burden the learner, the number of exercises has not been increased. After all, nowadays, each person can find any amount of information in any language on the Internet and translate it using various programs.

Additional sections are also included at the end of the book to facilitate language learning. It is known that when a person who has learned a foreign language goes to a country, he or she encounters difficulties in understanding this language due to the difference between the official language and the colloquial speech used by the people. Taking this into account, the dialects of the Uzbek language and their differences are explained, and some widely used words borrowed from Russian that

are used among the people but not included in the literary language are also included in this book.

It is very convenient to learn a foreign language using poems and songs. Taking this into account, the book contains poems and songs that are popular among Uzbeks, and the translation of complex words in them is also given directly. The learner can independently find these songs directly on the Internet and study them with the lyrics.

The book also contains interesting information about Uzbekistan and its ancient cities and great historical figures for independent translation.

At the end of the textbook, a mini-dictionary of about 2,400 of the most actively used Uzbek-English words was prepared for the first time, and they were sorted based on checking the level of activity using various programs.

Today, the strengthening of relations between countries in economic, political, cultural, scientific, medical and other areas is causing an increase in the demand for simultaneous translation. Of course, the increasing demand for simultaneous translation leads to finding answers to a number of its problems. There are specific difficulties in synchronously translating the language of conferences on various topics. Because in such simultaneous translation processes, only terms related to this field are used. One of the most common simultaneous translation processes is the process of simultaneous translation on political topics. Translating speeches at political conferences between heads of state, heads of government and various officials of state power requires great skill from a simultaneous translator. Because simultaneous translation is fundamentally different from literary translation and imposes many tasks on the simultaneous translator. In addition, three stages can be distinguished in the application of translation strategies and tactics:

- 1) preliminary translation (prospective);
- 2) real (synchronous);
- 3) subsequent translation (retrospective).

The main strategy and tactics at the pre-translation stage are the same for all types of translation. The main strategy is the strategy of preparation for the ST process, which includes a number of tactics aimed at optimizing the functioning of the main mechanisms of ST. These tactics include taking into account the communicative situation of ST, simultaneous translation, the semantic-stylistic structure of communication, which is achieved by identifying and linking all the factors of the STKH and ASS components. This is necessary for the emergence of a relatively accurate picture of the translation situation in the translator's mind, which is a prerequisite for the mechanism of probabilistic forecasting. In the publication of T. I. Golikova and A. A. Elistratova "Prospective and Actual Tactics in the Translation

Process", the tactics used at the pre-translation stage include psychological preparation, which includes a number of methods of stress relief, for example: "anchor". (fixing the mind in a certain state), positive imagery and attachment to the future.

The strategy of sign-to-sign translation is associated with the need, in some cases, for a number of reasons, to resort to a literal, word-for-word translation of one or another component of the text at the same time. not understanding a certain part of the speech text well enough, while it needs to be translated. The described strategy should be used only as a last resort, since its excessive use can lead to literalism .

The strategy of linear text transformation is aimed at converting the text into a more compact (compression tactic) or expanded form (decompression tactic). This strategy is ensured by the operation of a compression mechanism operating at different levels of the text .

The post-translation stage of ST is characterized by the use of a post-translation analysis strategy, which includes working on errors, collecting additional information and systematizing the information obtained, as well as assessing the psychological state during ST .

Simultaneous translation Another complex aspect of translation is associated with the psycholinguistic features of speech activity, including the features of perception of the incoming signal, the functioning of memory at different stages of processing linguistic information, the features of the speaker's creation in the target language, as well as the features of controlling the translation solution. Translation is usually studied in the areas of historical and cultural studies, literary studies, linguistic and methodological studies, and psychology. However, all of these areas are either directly or indirectly reflected in one of these areas - linguistic and methodological studies, since translation is a process that always requires working with language materials. Consequently, in translation theory, the direction of linguistic research related to the linguistic and stylistic means of two languages takes a special place. Therefore, translation practice, even in the field of literary studies, is often carried out through the analysis of language phenomena.

CONCLUSION

Working with such texts develops the skills and abilities of using not only linguistic material in communication. The content of the text gives students knowledge of the realities of a foreign-language culture, which will help them overcome barriers to intercultural communication in the future. Forming a special

attitude to the text as information content contributes to the formation of intercultural competence based on a deep understanding of the material being studied.

Using a foreign language, it is necessary to form not only a specialist, but also a comprehensively developed personality, a person who will interact with other people in society, including people of another culture.

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