Strategies for mastering synchronous translation art

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Abstract---Not only is it a synchronous translation process, the translation itself also a very complex process. Translators use a variety of methods and strategies to succeed. We tried to express all strategies of mastering at synchronous translation in this article.

Keywords---self-correction, synchronous translation, strategy, intonation, pause ,shorter speech, headphones, interpreter.

I. Introduction

What is the strategy? Various definitions are given in the literatures. Strategy is:

- the order of work performed by an individual;
- part of business planning;
- the way to achieve certain goals;
- the sequence of actions to reach the destination;
- effective way of solving problems.

Based on the foregoing, we should not be mistaken to say that synchronous translation strategies can be applied consciously when problems arise. Kalina classifies strategies used in synchronous translation into 2 major groups: a) strategies for enhancing speech comprehension in synchronous translation; b) Strategies for the expression of ideas in the translation language. These strategies are further divided into several types:

A.   Strategies to enhance speech comprehension in synchronous translation:

1.   Preparation for the process;

2.   Inventing meaning beforehand;

3.   Divide into sections;

B.   Strategies for Expressing Your Language in Translation:

1.   Original Text Coordination Strategies:

a) syntactic transformation;

(b) word-by-word translation;

2. Translation strategies in translation text

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a) Reduce or extend the text;

b) stylistic strategies;

c) demonstration ;

3. Necessary strategies:

a) selection;

b) deletion;

c) generalization;

e) Simplification;

4. Adjustment strategies:

a) self-correction;

b) deciding not to do anything;

5. Overall strategy:

a) Observation or control.

II. Methods and analysis

By analyzing classified strategies one by one, we get interesting data. Process preparation, which includes strategies for enhancing speech comprehension in synchronous translation, includes familiarizing with the subject matter terminology that is expected to be collected or translated from conference participants. Predictive strategy of interpretation is translated by interpreter to visualize the text, and what is called dividing it into sections of meaning to facilitate analysis of ideas.

The second type of strategy consists of 5 types. The first type (Original Language Coordination Strategies) includes syntactic transformation and word-for-word. Syntactic transformation is a way of simultaneously changing the translation of synchronized translation elements. Verbal translation is the opposite, used to list numbers and names.

One of the strategies for translating text in translation is to reduce the amount of data by the translator. Extension of the text is to provide additional information in the translation language when an explanation is needed . The stylistic strategy is to find the best expressive ways of expressing ideas, and the strategy of expressing them is to present those methods of expression through supersegmental elements (intonation, pause, etc.).

The necessary strategies are used by translators when they feel that their task is inadequate. The causes of this problem may be different: excessive data leakage, fatigue, noise interference, and many other reasons. In similar situations, what information to choose or leave is selected. Under the pressure of time, the translator will completely erase unnecessary information, summarize the original language or simplify difficult texts.

A strategy of self-correction combined with a correction strategy is a correction of terms that have been carelessly interpreted by a translator during a speech. Sometimes translators decide not to correct them if they feel that a mistake or misunderstanding has no effect on the audience.

The last type of strategy is the general strategy, which includes the monitoring strategy. At that, the translator checks to see if there is a meaningful link between the already translated ideas and the message coming to control the performance.

III. Discussion

In order to learn which of these strategies will be used most effectively in synchronous English-Uzbek translation processes. We also studied the synchronous translation process used at a scientific and practical conference on the beginning of construction, Kandym Gas Processing Complex in Bukhara region on April 19, 2016, led by Lukoil and Hyundai Engineering, South Korea. Two translators participated in the 20-minute synchronous translation process, which we chose as the study object for our study. The average message speed in English was 110-120 w / m (110 to 20 words per minute), but the average message delivery rate was 80 w / m. This sharp difference is due to the differences in the two language systems: In Uzbek, unlike English, verbs come to an end, prefixes are used before verbs, English adverbs, grammatical expressions, verbs are used.

In the fifteen-minute translation process, we examine the linguistic aspects (linguistic aspects) of the strategies described above and use them. Strategies used in syntactically distinct sentences in two languages are language strategies, and the rest are general strategies.
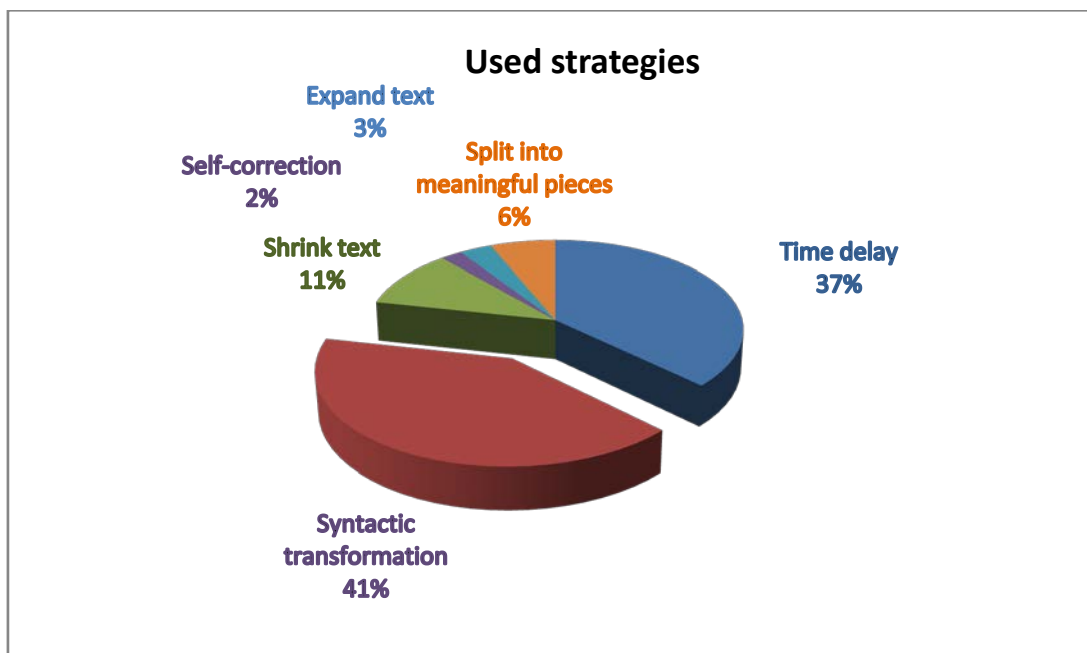
The most frequently used strategies for translation translation are the strategies of Time Delay and Syntactic Transformation. About 90% of the English sentences were syntactically reconstructed in the process. Translators have often used the "Time delay" strategy as they wait for the talk to end, and delay the translation. For example, "The company has been licensed to drill for oil in the area, syntactic transformation (reverse positioning) is used. He used the "Time delay" strategy so that the next sentence could not be fully translated.This is because in this sentence there is a partial parallel position of syntactic units. In the second sentence translation ("Sometimes, even using a rock drill and compressing the air between rocks"), the syntactic discrepancy is caused by the poor use of English-language phrases and the English language gains. "... compressing air to drive through hard rock ..." - "... compressing air through the rock ..."

The next strategy used is the text reduction strategy. This method is not just a strategy based on the specifics of the Uzbek and English languages, but rather a method of reducing the nature of the synchronous translation process. Because synchronous translators, unlike written translation, try to convey only the basic meaning. They simply drop unnecessary information in the translation language. At the same time, it is time consuming, and instead of confusing information from the translation text, there are short but meaningful ideas. The pace of the interpreter's speech and the number of abbreviations are given in the table below:[4]

Speech rate, num / min	Translational Speech, num / min	Abbreviated amount (compared to written translation),%
166--180	206	7,4
181--195	211	10,4
196--210	215	16,5
211--225	217	28 2
226--240	222	30,3
256 and high	226	

The following table gives examples of compressions:

The question of Namibia which is now before the general Assembly for consideration is the question without doubt which reveals fully the deadly consequences of apartheid, racism and colonialism, these scourges of humanity, thus one can see from the impressive number of speakers on this question the particular importance that practically all members of our Organization attach to the present deliberations within the assembly. My delegation which has carefully	The problem of Namibia is the General Assembly frontman is an issue Appartheid complications racism, colonialism - this is an important issue.

followed the debate and carefully studied the reports of the United Nations Council for Namibia and the special Committee of 24 regarding Namibia feels a deep - seated concern with regard to the clear deterioration of the situation in that territory throughout the period covered by those reports. Indeed we see clearly from the two documents that the apartheid regime of South Africa flouting the resolutions adopted at the thirty second session and other resolutions of the United Nations concerning Namibia in particular. Security Council resolution 385 (1976) which established the framework for an acceptable intemationaisetdement of the Namibian question has accentuated further its system of oppression and inhuman exploitation of the Namibian people, thus the racism colonialist regime of Pretoria with its typical distorted attitude has perpetration frenetically brutal acts of repression against the people of Namibia characterized by unwarranted massacres of the civilian population as well as massive arrests of the south west African people's organization. To express their domination in that part of Southern Africa the apartheid regime has perpetrated multiple acts of provocation and	My delegation examined UN Council andthe report of a separate committee In Namibia Territory Report that the situation is bad Security Council Resolution 385 (1976) to the Namibian people. exploitation, racism, colonial mode, mass imprisonment to the people of Namibia The man who was

aggression against Angola and Zambia causing considerable numbers of casualties and material damage.	Appartheidorganized the aggression against Angola and and also Zambia.

Extensions of the text were observed when the speaker finished speaking and was busy with the organizational components (choosing the slides from the projector and other situations). The translators commented on the previously translated sentences.

The English-Uzbek grammar was heavily varied, and the strategy of dividing meaningful parts was also used effectively. While the translators engaged in a completely different syntax translation of the original speech, they separated the sentence into several segments of the sentence and then translated them into appropriate syntactic forms in the translation language, making the translation more natural. Comparing the following examples, the second translation is presented in a language that is understandable to the listener as it is based on the strategy of dividing meaning:

"The project will cover the reconstruction of villages with no piped water"

Translation 1: "The project covers the reconstruction of villages. There is no water in the pipes of the villages.";

Translation 2: "The project encompasses the reconstruction of villages that have no piped water."

In fact, the interpreter provided the second translation at the conference, we used the first translation to show that segment-based translation is effective, and that the word-for-word translation can distort the meaning of the speech. as an example. Hence, the success of the translator in the second translation of the text clearly distinguishes parts of the speech ("the project will cover", "piped water", "villages with no piped water", "reconstruction of the villages.") and because they are arranged in accordance with pre-existing and ready-made translation language templates in their thinking.

It should also be noted that the "Self-correction" strategy was rarely used. It was observed that the translators only corrected errors which were accidentally slid off the tip of the tongue. One of the interpreters " M ATN to invent a continuation of the previously predicted after the" expected continuation of the strategy text and noticed that there is a difference between the original text attire, immediately corrected: "... in Manufacturing industry there has been ° ... "The gradual decline of the text of the speech in the phrase" gradual decline "was interpreted by the interpreter as" gradual change, "but after the interpreter listened, with a slight apology from the listener he repeated the sentence.

In conclusion, it was noted that 7 different strategies were used in different ways in the synchronous English-Uzbek translation process. These strategies are based solely on the linguistic features of the English and Uzbek languages, such as "Syntactic transformation", "Separation of meaning" and "Prediction of the continuation of the text". Arising from the practice of synchronous translation, interpreting nature of the overall strategy.

The above is not formed a perfect or complete result of the research carried out because i narrow range of our research covers the synchronous translation during a certain environment.

We have already mentioned that synchronous translation is a complex process. Preparing synchronous translators is an even more difficult and more difficult process. Before preparing the translators for the process, it is necessary

to provide them with professional competence and provide sufficient information about the importance of psycholinguistic and cognitive knowledge in translation. This part of the research work is devoted to the analysis of the principles and methods used in the synchronous preparation of English-Uzbek synchronous interpreters.

The first principle is based on the principle of self-training, which involves training young translators to a point where both cerebral hemispheres are used. This is an exercise wherever you want it to be done with moving cars or parking vehicles. The simplest exercise is to walk down the street to remember the numbers and signs of all the cars. Later, the difficulty of the workout will be increased:

a) The same exercise is repeated, but now the numbers are translated into a foreign language (L 356 LA: L three hundred fifty-six LA - L three hundred and fifty-six LA);

b) Exercise a is repeated again and the number of machines in each color is calculated either in their native language or in English (e.g. 5 blue, 7 white, etc.);

c) Repeat exercise b, and the number of machines in each color is expressed in both languages (for example, 6 blacks - 6 blacks);

These exercises also focus on concentration and memory.

The second principle is to take into account the memory capacity of students and to enhance their self-confidence. This method can be used when most students complain that they cannot store important information or new messages in Short-Term Memory (MFC) and Long-Term Memory (UMX). First of all, it is important to explain to students how memory works, and how memory relates to important or insignificant information that we want to remember. A person can easily remember information that is important to him (which is relevant to his / her interests) or that is very interesting. That is why doing an exercise called "Very interesting" is very useful. This exercise is expressed by extracting dictation from short texts containing interesting dates, numbers, or information. This exercise can be done either in the native language or in the foreign language, since the main purpose of the exercise is to develop QMCs and UMCs. For example, "The American fast-food chain Mac Donald's appeared for the first time in 1955, but it has no tables or chairs until 1966," or "The American fast-food chain Mac Donalds first appeared in 1955. but by 1966 he had no tables and chairs. "

The third principle is to work with young translators to focus on their ability to manage and distribute it. It is well known that synchronous translation is not a smooth process. There are also cases where the translation is interrupted by a number of external factors. For this purpose, it is also important to create a "divergent environment" when training translators. While students sometimes do exercises in a noisy room, they develop the skills to keep their focus and focus.

The fourth principle is that when choosing exercises for translation, the practice is to begin with simple texts. Once students have acquired the skills to translate relatively easy texts, they may then be required to translate texts with complex sentences or special vocabulary closer to real-life situations.

The fifth principle is the principle of not teaching students new words in a foreign language. Every student wishing to become an interpreter must have a rich vocabulary in a foreign language. After all, training in translators does not mean teaching the language, but developing the skills of translation. However, in some cases, the practice of word-translation (not words) can be used in both directions (English-Uzbek or Uzbek-English).

We have already mentioned that synchronous translation is a process that involves complex brain operations. In the process, many points in both hemispheres move at once.

Intuition is the connection between the left and right hemispheres in exchange for information exchange. In synchronous translation the same mechanism should be triggered between the memory cells in which the two languages are stored. People are divided into three types: 1) right-handed people; 2) left-handed; 3) Doing the same thing in both. Each hemisphere is responsible for performing certain tasks (analysis, coordination, emotions, speech, etc.). Therefore, people are divided into groups such as 'high-minded' (right hemisphere) and 'high-thinking' (hemispheres). But in translation, it doesn't matter what hemispheres are located, it's important to ensure that both hemispheres can actively communicate. For those who prefer working with the right or left hand to develop intuition, it is possible to arrange feedback tasks or tasks (such as giving lefties a solution for logical and mathematical problems). Nonverbal puzzle games such as Rubik's Cubes also serve to develop intuition.

It is important to develop the skills that a qualified translator should possess. These skills include: 1) listening in the original language; 2) understanding the speech in the original language; 2) understanding information in the original language; 4) translation, reduction and editing of information from one language to another; 5) to be able to communicate in a written language while listening to a new part of the speech.

Below are a few ways in which each of these skills can be developed.

1. Listening stage:

- creating noise, excessive gestures and other distracting situations while listening to information during an interpreter's workout to make it harder to hear;

- requiring students to memorize only one language by simultaneously broadcasting audio in two languages;

- read aloud the date, number and name of the text given to the young translator, and then ask the student to compare the differences;

- Practicing listening selection. At the same time, two different types of English texts are transmitted to the student's ears with different headphones. The student should listen to the text on a particular topic and not focus on the other;

2. Understanding stage:

- focus on high speed of audio in audio materials;

- broadcasting materials based on different dialects of the English language;

- to train the future interpreter, guess the text. These include unfinished sentences in Uzbek or English, with students thinking of their continuation;

3. Memory Stage:

- practice of remembering names and names in foreign languages;

- training to remember dates and different numbers;

- memorizing radio news, poems or prose texts;

- write dictation of toponyms, numbers, dates, names in one language, and then duplicate it in both languages;

4. Translation stage:

- Practice compiling English text with keywords only in English;

- practice keywords in Uzbek with only key words in the Uzbek language;

- compiling meaningful text in Uzbek with keywords in English;

- compiling meaningful English text with keywords in Uzbek;

- to write keywords in both languages with Uzbek keywords;

- say keywords in both languages and write in English;

5. Expression Stage.

The task of an expert in preparing translators is to give students plenty of practice and direction in the right direction. When preparing future translators, it is important to explain to students the benefits of working on their own, and to pay attention to the psycholinguistic aspects of the process. It is necessary to conceptually investigate both linguistic and nolinguistic problems arising in the process of production of well-known synchronous translators and to take the necessary measures.

In addition to the methods and exercises related to the art of interpreting, there are also process preparation exercises (synchronous translation practice). It is also important that the interpreter has the skills to properly position the cabin and handle the equipment. Initial training should teach the interpreter how to sit in the cabin, how to hold the body to avoid fatigue, and how to control the volume of the headphone and microphone. It should also be noted that when the microphone is switched on, you should not make any extra effort (coughing, playing the pen, shaking the chair, etc.). During the first two or three lessons, it is advisable to monitor the audience's ability to sit in cabinets and turn on the microphone and headphones automatically.

Speaking on the microphone. This exercise allows translators to properly use the microphone and adjust the sound output. Initially, this exercise is done in a form of reading and writing aloud in Uzbek or English. Reading each text takes 2-3 minutes. If several translators are being prepared, the instructor will hear recorded sounds and point out errors (such as sitting too close or too far into the microphone). This exercise will last for 2-3 lessons, depending on the audience.

Listening to the original text. This exercise will help young translators acquire the ability to sit in a synchronized translation cabinet and listen to the original text. Exercise is only in English because listening in the native language is an easy task. Originally, headphones are used at a very slow rate of speech, with original vocabulary familiar to the audience. After listening, students will be asked questions in Uzbek or English to check their understanding. Later, this exercise will be more complex: the pace of the speech will be increased, and the vocabulary will be handled by texts with unfamiliar words. The exercises are followed by 3-4 minutes of texts that last 3 to 3 minutes.

Repeat original text. This exercise is used to develop synchronous listening and speaking skills. As with the previous workouts, this exercise is performed in varying degrees of difficulty. At the same time, the Uzbek text that is being heard on the headphone is quietly and evenly returned to the microphone. It doesn't matter here how many minutes the speaker left behind. It is possible to switch to working with English texts later. Students repeat the same text. The last difficulty level of the exercise is to replace text in one language with another.

Repeat of the original text in pauses. This exercise is primarily about developing the ability to segment text in the original language. The instructor pushes each intonation-meaning section of the English text in pauses or chooses

the rhythmic bands, synths, and tags from the audio material. These exercises are followed by a 7-minute session in 3-6 lessons. For example, "Despite the fact that its components are three, the number of units in each group can be different in different languages. For this reason, in the minds of some nation, when spirituality becomes more of a contemplative concept, it is for another nation that this desire is an emotional category, again it means moral standards for representatives of another language. In the minds of representatives of different languages, one of these three categories prevails, as a result, the concept of "spirituality" is perceived through exactly the same dominant character units in the minds of the language representatives."

Strengthening of finding lexical and syntactic equivalents. This exercise is conducted in three ways: a) learning to find lexical, phraseological and terminological equivalents; b) study of syntactic equivalents; d) comprehensive study of lexical and syntactic equivalents. For the first exercise, a list of English-language terms (in the area in which a synchronous interpreter is being prepared) on a socio-political topic will be compiled, and the equations of these terms and their derivatives will be examined. When choosing equivalents it is necessary to pay attention to their stylistic neutrality. In addition, a list of terms like well-known statesmen, international organizations, geographical locations should also be made.

In the practice of finding syntactic equivalents, it is possible to use written texts. It examines how the syntactic construction of one language is integrated into the syntactic forms of another language at the level of the whole sentence. The complex exercises for finding lexical and syntactic equivalents will be followed by a combination of the two types of exercises. These exercises will take about 7 to 10 minutes for each lesson until fully mastered.

Shorter speech. Speech compression is organized at different levels: vocabulary, phrase and sentence. The first step is to find the expression of a word combination in a single word.

Translation from the paper. Paper translation is used in phrases and sentences. With this exercise, students will be able to translate unfamiliar text without difficulty or preparation.

The following table summarizes the exercises used in translation practice:

No.	The type of exercise	Purpose
1	Placement in cabin, inspection of equipment	Learn how to properly position, switch and operate equipment in the synchronous translation cabin
2	Speaking on the microphone	Learn to work with the microphone and stay away from it
3	Listening to the original text	Learn to listen to original text in the cabin, to develop perspective skills
4	Repeat original text	Achieve parallel listening and speaking skills
5	Repeat of the original text in pauses	Formation of segments of meaning from the original language, and the development of speaking and listening skills

6	Strengthening of finding lexical and syntactic equivalents	Developing the ability to formulate ideas and choose the right word when translating solutions. High speed translation training
7	Shorter speech	Learn to express clearly and concisely in the translation language through compression. Ability to distinguish key parts of the original text
8	Translation from paper	Facilitate finding lexical and syntactic equivalents. Facilitate translation of unfamiliar texts with unknown vocabulary

The above exercises are exercises that optimize the synchronous translation process between Uzbek and English and can be used at any time depending on the situation and the level of students' knowledge.

IV. Conclusion

In conclusion, it was noted that 7 different strategies were used in different ways in the synchronous English-Uzbek translation process. Only three of these strategies are based on the linguistic features of the English and Uzbek languages.The others are common strategies that are inherent in the nature of oral translation that comes from synchronous translation practice. In this article we have learned about practical issues of synchronous translation. This article is dedicated to analyzing strategies used in the synchronous translation process between English and Uzbek, as well as the technology required for the training of interpreters. Intended use for the various stages of the maneuvers used correctly, between the Uzbek and English synchronous translation between languages, even though it is in the minds of many sharply as a result of a complex process sealed, even if successful may appear. Each synchronous interpreter should be able to use not only the areas of translation and linguistics, but also the exercises that help the future translators' memory be strengthened and focused.

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