TRANSLATION STRATEGIES IN SIMULTANEOUS INTERPRETING

Abdulaziz Yusupov
Master student of Translation faculty, UzSWLU

Hilola Bakirova
English teacher of Translation faculty, UzSWLU

Annotation: This article describes the problem of the formation of compensation skills described in a number of works devoted to teaching translation, the novelty of this article lies in the consideration of the translation method of compensation from the point of view of the objects of filling in the missing information in whispering. The purpose of the work is to give a classification of missing information in simultaneous whispering translation. The results obtained showed that the translation method of compensation can be directed to various components of the original, including precision information, communicative intention, modality and a specific style of the speaker.

Key words: simultaneous translation; translation strategies; probabilistic forecasting strategy; trial and error strategy; compression; decompression; linearity strategy; compensatory translation strategy; stalling; waiting strategy; sign translation strategy.

One of the most useful technique is compression. Compression can be performed at several semantic-structural levels. There is syntactic, syllabic, lexical and semantic compression. With syntactic compression, for example, the syntactic structure is simplified, with syllable compression, the number of syllables is reduced, the translator chooses shorter words. With lexical compression, in turn, the translator expresses an idea in fewer words or replaces words with abbreviations. In general, all types of compression are closely interrelated [6, p. 147-150].

Compression is carried out to compress the original message, to regulate the delay in simultaneous translation, and also for the sake of conciseness of the utterance. It is due to the factors and characteristics of the speaker's speech and is often used when the rate of speech is high. The simultaneous interpreter must carry out his figurative editorial work in order for the translation to be concise and in order not to miss and translate the key thoughts of the speaker. For example, a translator can omit adverbs and adjectives while retaining nouns and verbs, omit qualifiers, conjunctions, and interjections.

Pauses and other awkwardness in translation are avoided by the stalling strategy, which some researchers refer to as perceptual strategies. With this strategy, the translator, relying on the lexical and syntactic features of the text, pronounces neutral phrases that do not carry new information, or deliberately slows down the pace of speech until the moment comes when the translator understands what the narrator is talking about [4, p. 42].

Stalling can solve the problems caused by structures where the main members come after the dependent ones, in particular, where the verb takes the last place: in this way the translator "buys time" and does not force the recipients of the translation to listen to his long and embarrassing silence.

Stalling is also used when the speaker's speech contains unfamiliar proper names, complex numbers, terms, colloquial words and other elements that the translator is not able to translate.

It should be noted that Western scientists rather avoid the general term "compression", preferring to speak, for example, about "generalization" and "merging" (combining) phrases with the help of selective presentation of information [9, p. 156].

Also, if the translator does not know the exact equivalent, he can choose the translation option using a trial and error strategy. The trial and error strategy (substitution strategy) consists in the fact that the translator, not being sure of the meaning of a particular word or phrase, makes an attempt to translate by choosing one of the most obvious translation options, and then, if this The variant turns out to be erroneous, the translator replaces it with the correct variant [2, p. 17].

Some translators prefer to talk about "techniques" of simultaneous translation [10, p. 72] or consider the "skills" of the simultaneous interpreter and the "techniques" used by him [1, p. 37]. However, "a set of means and techniques to achieve the intended goal" is nothing more than tactics - an integral part of the strategy [5, p. 773].

M. Ilyukhin, since the description provided by him is quite complete and covers various aspects of how a simultaneous interpreter plans and carries out his activities. In total, V. M. Ilyukhin identifies 8 strategies: the strategy of trial and error, waiting, stalling, linearity, probabilistic forecasting (linguistic and extralinguistic), the strategy of sign translation, compression and decompression [2, p. 2].

In simultaneous translation conditions, since it takes too much time to find the equivalent, decompression is the opposite of compression and can take the form of clarification, compensation, descriptive translation. It can be used for the grammatical correctness of the text (with differences in the system of languages), to reveal the semantics of words, to clarify cultural and other realities. Decompression is possible at a relatively slow pace of the speaker's speech, when the interpreter has the opportunity to facilitate the perception of the message. At the same time, the addition of explanatory information compensates for the lack of knowledge among the recipients of the transfer [12, p. 156]. nor does the translator risk behind the speaker [11, S. 70].

The probabilistic forecasting strategy is based on one of the most important mechanisms of simultaneous translation and consists in forecasting, building hypotheses about what the speaker will say, and this forecasting occurs at different levels and is divided into two types: linguistic (syntactic) and extralinguistic. The first type is based on predicting the source of the continuation of the discourse, that is, on the fact that the translator knows set expressions, phrases and focuses on other linguistic aspects of the statement, such as conjunctions, particles, etc. The second type of probabilistic forecasting is based on extralinguistic data that a simultaneous interpreter has, or on separate cognitive components. Thus, the translator makes predictions based on his own knowledge of the subject and situation, following the logic of the speaker. Probabilistic forecasting is possible largely due to the redundancy of languages, that is, due to the interconnectedness, interdependence, repetition of elements of the statement [7, p. 58-60].

One of the characteristic shortcomings of simultaneous translation is pauses in speech. According to scientists, pauses in the speech of an interpreter can be divided into two groups: syntactic (pauses that are made when enumerating, when moving to a new subordinate clause, and so on) and hesitation pauses (pauses that are associated with fluctuations in the process of speech production). Sometimes hesitation pauses can be "filled" with various sounds ("mm", "uh"), but even if they are "clean", the listener of the translation can clearly distinguish between a pause of at least 0.5 to 1 second. [6, p. 47].

In this case, the translator's self-control is of critical importance as the ability to see errors, inaccuracies, etc. in the translation text. and eliminate them. It is noted that the ability to perform such operations and find the best translation option is subject to training [3, p. 159].

The first stage plays a decisive role in teaching simultaneous translation, as students master the basics of this type of translation, they test their abilities and identify the potential for further mastery of simultaneous translation.

The waiting strategy is used when the interpreter does not understand the meaning of the translated speech.

With the waiting strategy, the interpreter pauses a little and waits for more information in order to understand what the speaker is talking about. When an interpreter waits for the end of a sentence to translate it and then listens to the next sentence, this "mini-consecutive interpreting" tactic is a fallacy. The translator should enter as soon as possible, but only when there is material for translation - some kind of "unit of orientation", the translation of which can be carried out, or when he can formulate a complete sentence in the target language.

The linearity strategy is considered to be one of the main strategies in simultaneous translation: it is characterized by the fact that the simultaneous interpreter starts and ends the translation almost simultaneously with the speaker. To achieve this goal, the translator preserves the order of the information and makes the translation coherent and logical due to the division of segments, in particular, dividing complex sentences into smaller components [2, p.42].

For example, complex sentences are divided into simple ones and other segments of the sentence are separated. The application of this strategy depends on the structure of speech, and in educational translations it can rarely be used due to the linearity of speech development.

The initial stage consists of a preparatory phase and a simultaneous translation phase. The preparatory phase involves the formation of the skill of consecutive translation (which was typical for all students) and the implementation of preliminary exercises in simultaneous translation, such as "shadowing", simultaneous repetition of sounding speech, as well as pronunciation of a previously learned translation while listening to a text, prepared and partially prepared synchronism (based on previously read and translated text), etc. Then a transition is made to the second phase, which became the object of analysis: a completely unprepared simultaneous translation is carried out. At this stage, the key task of translators is the development of psychophysiological skills, the ability to simultaneously pronounce the translation and listen to the speaker, as well as control their own speech in the process of translation. This ability develops gradually, and at the initial stage, quite often there is a transition from simultaneous to consecutive translation, when students use the waiting strategy, pausing until the end of a sentence or phrase, and then translate without listening to the speaker during translation and, as a result, compression in the form of omission of text fragments.

Example (1): *This drives up bills that someone has to pay, and as the bills grow, the cost shifts to employers, who shift them to patients, and in the end it seems everyone focuses more on the cost of medicines, not the value.*

This strategy is associated with syntactic transformations, in particular, such a technique as "open sentence construction" should be indicated, when the translator is not sure about the further content of the original and seeks to make sentences in the target language as "open" as possible so that they make sense regardless of the development of thought speaker [11, S. 80]. The strategy of sign translation consists in the translation of words or phrases at the formal sign level. This strategy helps the translator to retrieve from memory the equivalents of words and expressions used by the speaker, or to translate unknown words at the character level (tracing, phoneme translation). The translator looks for correspondences at the level of signs, without moving to the level of meaning. However, if

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the translator does not know the equivalent, the strategy of sign translation can help the translator avoid a hopeless situation.

Experienced translators strive to correlate their translation with the translation situation, they take into account that in addition to the lexical level (the level of signs) there is a pragmatic component and the context of the message. This often distinguishes them from students. Students of simultaneous translation often select lexical options that do not fit the context, focus on the formal-sign level, and do not track the connections in the discourse [13, p. 758]. This one also discusses the characteristics of translation strategies that are used by students in teaching simultaneous translation. Educational simultaneous translations are of interest for analysis, since they make it possible to trace the formation of translation strategies at different stages of learning.

Translation: *It is said that health care and the market are like oil and water, incompatible things. The pursuit of profit has a negative impact on the health care system in general and the pharmaceutical industry in particular.*

Student translation: *I've just been told about the possibilities that they… have… got.*

In this case, simple sentences are omitted, as well as parts of sentences (subject and partial predicate) and the last sentence. The translation sounds like a complex sentence of a fuzzy structure. No distortion was noted, but the losses led to inaccuracies. The compression strategy is the most frequent at the initial stage of the development of the simultaneous translation skill, however, due to the fact that students do not hear the whole speech, they allow distortions.

In addition, at the first stage, simultaneous interpreters do not strive for speech economy, even when this is necessary for adequate translation.

Translation: *I have just been told about the possibilities, benefits that they have received. make every effort, what ... do ... everything, read, surf the Internet.*

In case of uncertainty, the waiting strategy is often used. Beginning interpreters are given recommendations to complete the translation into complete sentences that do not contradict the meaning of the original sentence. To achieve this goal, students are often forced to use a waiting strategy, choosing for a long time the possible ending of a particular sentence. Example (5): *They just told me about the opportunities, benefits they received.*

Example: *Because we have taken everything that has been thrown at us and we've said, "Okay, in order to get through this world, in order to be successful, I am going to throw my time in life right back at it. So I am going to read, I am going to study, I am going to get on the Internet. I am going to do all these things."* Translation: *Because we have taken on all the cases that have been thrown at us, we say to ourselves, "OK, in order to handle all this and be successful, I will spend my time on this. I will read, study this issue, surf the Internet, I will do everything assigned to me.*

Student translation: *(Pause until Okay) Because we are resigned to what we need to do… adj* compression at once and adding the comparative degree of the adverb in translation, which can be attributed to decompression. *cursing naturally and simply.*

Student translation: *(Pause until the end of the sentence) They are accepted more simply.*

The translator translated only after listening to the end of the sentence, omitting the adverb *naturally,* using the formative translation after listening to text fragments:

of health. Translation: *This leads to higher bills that someone has to pay, and as medical bills go up, the costs are passed on to employers who in turn pass them on to patients and ultimately seem to that everyone is concerned about the cost of medical care, not about the health of patients.* Translation student: (Pause) *Laws that someone has to pay.*

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Costs are rising which call for patience and in the end it seems like everyone is focusing more on the cost of drugs rather than the quality of care. Compression, as you can see from the example, often leads to inconsistencies in translation, which students cannot always track. In addition, the underdevelopment of the skill of simultaneous listening and speaking leads to an inability to continuously perceive the material, which is fraught with failures in the strategy of sign translation. In Example, *bills* is translated as *laws* while the speaker is talking about *bills, patients* is translated as *patience,* although the speaker is referring to *patients.* At the initial stage, translators are not yet sufficiently oriented in the source material, up to the complete disregard of the context: from the phrase *bills that someone has to pay,* the simultaneous interpreter could confidently conclude that the lexeme *bills* means *bills,* not *laws.*

The translator apparently misheard four words and omitted them, which led to a violation of the meaning of the sentence. One of the reasons for this unfortunate case of compression was also that, at the beginning of the sentence, the interpreter uses phrases of *market-based medicine that simply should not be mixed,* resorting to decompression, instead of expressing these thoughts in fewer words and moving on to the next part. proposals that are difficult.

Due to the complexity of the psychophysiological tasks facing students at the initial stage of mastering the skill of simultaneous translation, the requirements for the quality of translation fade into the background, translations are evaluated less critically than at later stages. At the first stage, it is difficult for students to maintain an optimal gap from the speaker and choose orientation units based on the characteristics of the text and relying on their own working memory. Most often, regardless of temporal factors, such as the pace of the speaker's speech and pauses in the speaker's speech, simultaneous interpreters at the initial stage maintain a rather long pause, not daring to enter or not understanding when to start translating and how to divide the information coming to them.

Student translation: What number are we talking about? *Eight... eight, nine? Five? Four?* Having pronounced the word *eit,* the interpreter pauses and makes self-correction. This technique is quite common, but at the first stage, during self-correction, students are not yet able to control their speech and evaluate the correctness of the translation.

Example: *What number are we talking about? Eight, Nine? Four or five?* Translation: *What number are we talking about*

In this translation, the phrase *you got while doing yardwork is omitted,* and the translator repeats the words *it was absolutely,* which can be considered a stalling strategy. In fact, the interpreter chooses a decompression strategy, trying to explain the meaning of the words spoken by the speaker. This strategy lengthens the translation, increases the backlog, and in this case does not help the translator achieve the optimal result. However, the decompression strategy along with stalling are implemented most successfully of all the strategies used at the first stage. Already at the initial stage, translators demonstrate the ability to make additions that are necessary for the meaning. some symbolic translation.

Example: *<...> only sixty-three years ago, traumas as small as a scratch you got while doing yardwork killed people fairly routinely.*

Translation: *<...> only sixty-three years ago, a small scratch received while working in the garden regularly became the cause of death of people.*

Example: *It's the story of what we call the "frailty drug".*

Translation: *This story is about a cure for old age.*

It was previously agreed that *frailty drug* should be translated as *a cure for old age,* but many translators could not find the correct equivalent in the list in time. It is possible that such problems

with the sign translation strategy are due to the fact that at the initial stage the mechanism for the operation of RAM, as well as the mechanism for switching the language code, is not established. This is expressed in the fact that students gravitate towards literalism and often choose inadequate, but phonetically consonant translation options:

Stalling strategy is not very frequent, but in most cases at the initial stage it does not lead to distortions and other errors.

Rather, it expresses the translator's uncertainty. As a rule, texts at the first stage are characterized by low information density, simplified structure and linear expansion. The denominative sentences in the original are translated as a subordinate clause of the reason, with In this case, the translator produced a "syntactically complete" sentence, making 2 pauses, during which he had the opportunity, resorting to compression, to still find a suitable semantic verb. In addition, there were failures of sign translation in the case of the *privilege lexeme.* During the sign translation at the initial stage, students demonstrate a low ability to find translation options and equivalents of words in the target language, if the words belong to a special vocabulary. This phenomenon is observed even when lists of terms are given in advance (before simultaneous interpretation in booths).

At the first stage, as it was possible to establish, students make the translation rather uncertainly. Students have doubts about their listening and translation skills, have difficulty concentrating. From the point of view of strategies, this can be seen when analyzing the decompression strategy: at the first stage, translators often resort to decompression due to nervousness and uncertainty, they cannot formulate a thought and decide to make a descriptive translation.

Thus, the first stage of the development of the simultaneous translation skill lays the foundation necessary for subsequent stages, and already at the initial stage, the use of all eight strategies is observed. The mechanism of simultaneous listening and speaking is still underdeveloped, as a result of which students often use waiting and compression strategies, moving to the level of consecutive translation. The waiting strategy is often a necessary measure in case of inability to distinguish units of orientation in the text and complete sentences. Undeveloped listening skills, as well as insufficient self-control during simultaneous translation, lead to violations of the compression strategy, sign translation, trial and error. In addition, the sign translation

strategy shows the students' insufficient ability to rely on working memory and switch the language code. Lack of confidence is often reflected in decompression and stalling strategies, which are nonetheless the most successful strategies in the first phase. Strategies for probabilistic forecasting and linearity are almost never encountered and are often characterized by failures.

Example: *More selective than ever before because as surely as there is another movie out, another book, another something.* Translation: *Be more selective than ever, because there will always be a new movie coming out, a new book coming out.* Student Transfer: *More selective than ever. Be aware of what's coming out when.* In this case, the translator divides the sentence into two, producing compression, but makes a mistake. The speaker's thought is distorted: he does not ask listeners *to "be in the know",* but, on the contrary, calls to be selective about what appears on the screens and in print, not to strive to know everything.

As we have already noted, at the first stage, the foundations are laid and the basic skills of simultaneous translation are developed. However, at the initial stage, in one form or another, all strategies are already present, including the strategies of probabilistic forecasting and linearity. Probabilistic forecasting at the first stage is especially rare, since interpreters in most cases are more likely to lag behind the speaker than to follow the minimum lag or even ahead of him. However, probabilistic forecasting is noted when students close the gap, but often choose the wrong translation options and cannot logically build a sentence. The linearity strategy at the first stage is practically not used due to the simplified nature of the translated speeches. As a rule, syntactic segmentation is not

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required from students at the first stage. However, it is carried out in some cases and serves as an example of the fact that translators have not yet learned how to segment the text and often distort the meaning.

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