



SIMULTANEOUS TRANSLATION – A TYPE OF WRITTEN TRANSLATION AND A FORM OF COMMUNICATIVE ACTIVITY

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Abstract: This article examines the works of several translation scholars who have conducted research on translation studies and oral translation, the methodology of teaching it, and the issues of developing competence in oral interpreters. In covering the scientific topic, comparative and stylistic analysis, as well as comparative-historical, comparative-typological, and lexical methods were employed.

Keywords: electroencephalographic, strategy, tactical communication, context, background, cognitive load, motivation.

"Simultaneous translation only became a subject of research as a type of translation and communicative activity at the end of the 1960s. In the early 1970s, the synchrony of listening and speaking processes in simultaneous translation was experimentally confirmed, and translation theorists approached the issue of speech and psycholinguistic mechanisms that ensure the simultaneous provision of listening to the message in the original language. This includes the linguistic characteristics that guarantee the real speech of the translator in the target language and the preservation of the invariance of simultaneous translation within a single communicative and speech activity framework.

The concept of 'conference interpreter' combines simultaneous interpretation with consecutive interpretation in terms of the scope of application of simultaneous interpreting as a professional activity. Simultaneous translation (unlike consecutive translation) is characterized by the following features: 1) the necessity to translate not only until the end of the message but, as a rule, until the end of a separate statement; 2) the use of equipment that distinguishes the translator from other participants in the communication act (unlike consecutive interpreting, where interpersonal relationships are established between the translator and the main participants of the communicative act)."

Context of the situation - is a type of context that encompasses the entire set of information related to the execution of a translation unit. Situational context includes "the environment, time, and place intended in the utterance, as well as any factual realities that help the recipient interpret

the meanings of the language units in the statement correctly." Sometimes, linguistic terms such as "background knowledge" or "presupposition" are used to describe the situational context.

Synchronous interpreting as a type of professional activity is a complex cognitive process that requires high concentration, operational memory, logical thinking, and advanced language skills. In the process of synchronous interpretation, the interpreter must perceive, analyze, and convey the information in another language while maintaining semantic integrity and stylistic adequacy simultaneously. According to researchers, the average ratio of synchronous conversation periods between the interpreter and the speaker is about 70%, meaning that translations are often carried out in synchronous mode.

Moreover, one of the most significant factors affecting the complexity of this type of translation is the synchrony of the cognitive processes that arise during the execution of this type of speech activity. The interpreter must simultaneously observe the original speech, analyze it, and reproduce it in the target language, which places a considerable load on attention and memory processes. As a result, the interpreter may be under stress, which can be expressed at both verbal and non-verbal levels during the synchronous interpretation process.

"As researchers emphasize, 'each cognitive mechanism of simultaneous translation is responsible for a specific segment of the simultaneous translation process. The cognitive mechanisms of simultaneous translation operate, for the most part, simultaneously and complement each other, stemming from the unique characteristics of this type of speech activity. The foundation for a successful translation act is laid by the mechanisms of perception and understanding. The cognitive load of the simultaneous translation process requires the translator to maintain the correct meaning of the information coming from the speaker while continuing to develop the speaker's thought in the target language, creating the logical sequence of sentences.

Thus, the simultaneous translation process is characterized by an increase in cognitive load, as it encompasses 'the emergence of several cognitive processes (components of translation) occurring simultaneously, the keys to which are perception and understanding, memory, translation search (development), solutions and equivalents, speech, and self-monitoring.' An experiment conducted using electroencephalographic signals showed that the data obtained about brain activity indicated that simultaneous interpreters operate in a mode of dynamic redistribution of attention. Specifically, as the risk of falling behind the speaker increases, the depth of processing of the information being heard decreases. This can be explained by the fact that the greater the time interval, the heavier the load on working memory; the more cognitive resources allocated for retaining previous information, the fewer resources are available for processing new information."

"In carrying out simultaneous translation, translators often employ various data processing strategies, such as pre-understanding the context, using abbreviations or symbols to reduce translation time, maintaining logical coherence in translation during unexpected situations, and making immediate decisions to select the best translation option. This mechanism

allows the translator to 'identify the specific meaning of a word in the flow of information, understand the overall meaning of the statement, as well as the speaker's intention.'

The trial-and-error strategy is one of the methods for achieving equivalence and adequacy in joint ventures. Schweitzer defines it as a sequential approach to optimal selection criteria. The predictive forecasting strategy involves the early identification of linguistic components that emerge as the text appears in the foreign language.

In general, to mitigate the negative effects of stress in simultaneous translation, the following is necessary:

- Improving one's knowledge of language and terminology;
- Increasing the volume of basic knowledge;
- Being able to apply various translation techniques and strategies;
- Adjusting to the pronunciation characteristics of the speakers being translated;
- Having the ability for self-correction;
- Enhancing your psychological preparedness for unexpected changes in the translation situation."

"Simultaneous translation requires the translator to have the ability to cope with stress, as real-time work, the speaker's pronunciation, the complexity of the material being translated, and the unpredictability of situations can introduce additional stress factors. The detrimental effects of stress on the translator's cognitive abilities can lead to a decline in translation quality and an increase in the number of errors. Misinterpretation of the translator's statement may be stress-related, for example:

- 1) Psychophysiological discomfort arising from the necessity to listen and speak at the same time;
- 2) Mental stress related to the speaker's "irreversibility" of what is being said into the microphone;
- 3) Mental stress related to the "irreversibility" of the translation and the large audience of listeners;
- 4) Psychophysiological stress resulting from the fast pace of speech;
- 5) The complex linguistic task of "linking" statements in languages with various structures during simultaneous translation due to the severe scarcity of context and time for translation;
- 6) The complex linguistic task of "compressing" speech intended to compensate for the delay in translating longer words and detailed rhetoric.

Simultaneous translation is a demanding form of language translation that requires translators to process information quickly and accurately while maintaining linguistic fidelity. It is considered the most complex of translation methods. This is partly because, in simultaneous translation, the translator does not control the flow of communication but must adapt to each speaker's speed without interrupting the process. If words are missed, the translator typically does not have the opportunity to ask the speaker to repeat or clarify. The translator must

carefully consider the speech ideas and the risks and hazards of the conversation and be prepared to extrapolate meaning from the context to highlight or clarify ambiguous points.

The second source of difficulty is indeed the reality that everything happens very quickly: the translator must attentively follow the original speech at a fast pace while simultaneously forming and delivering the equivalent version of the translation and tracking errors.

Simultaneous translation places a significant cognitive load on translators, which involves processing incoming information at the same time, understanding the language, and creating equivalent expression in the target language. Factors such as the complexity of the source language, the nature of the content, and the translator's proficiency can influence this cognitive load. Understanding and managing cognitive load are important aspects of optimizing performance in simultaneous translation.

Almost all existing measures of cognitive load are only indirect indicators. In educational psychology, where cognitive load theory emerged, as well as in cognitive interpreting and translation research, it is acknowledged that cognitive load can only be inferred by observing how people perform tasks. The indirectly of such measures provides the motivation and necessity to triangulate methods, data, and results, which is an integral part of our interdisciplinary approach."

The processes of mutual understanding between representatives of various cultural models can be significantly complicated by the implementation of an erroneous interpretation of certain connotations of the original, due to translation errors, which are especially possible in simultaneous translation, based on the need to instantly respond to the information heard, without being able to think over the details.

The issues of classification and identification of the causes of errors in simultaneous translation is one of the most important problems of translation management, the solution of which will avoid erroneous interpretation of one or another information in the language of the host culture, ensure the equivalence and adequacy of the translation, which determines the relevance of the selected research topic.

The object of the research is translation errors that occur during simultaneous translation. The purpose of the study is to identify some errors in the process of simultaneous translation.

Simultaneous translation (SP) is one of the most difficult types of translation activities. In modern scientific literature, SP is understood as "one of the types of oral translation, simultaneous translation of the spoken text, one of the types of professional translation", "the pinnacle of translation art". At its core, SP is a psychological process in which three main stages are distinguished: understanding, comprehension and formation of a concept, transmission, reproduction by means of the language system of the receiving cultural model.

The first stage of translation activity, namely the perception of a foreign language text, is a complex sensory-thinking process, which is based on the simultaneous execution of the analytical and synthetic functions of the brain and sense organs. Comprehension is carried out with the help of the formation and formulation of thought, that is, with the help of internal speech. The main question is, by means of which language is the understanding carried out and how high is the degree of intensification of its course.

The highest degree presupposes the obligatory language design of thought. As for linguistic means, comprehension can be carried out by means of the original language, or with a high level of proficiency in this type of speech activity - in the target language, and with high skill of the translator - with the help of means of an internal individual subject-schematic semantic code.

The second stage of the translation process is the formation of the main meaning of the future message. In other words, at this stage there is a need to comprehend the relationship "meaning - idea", as well as re-coding. If comprehension is carried out in the target language, then the formation of meaning is simultaneously and the formation of an idea, and the process of thinking itself includes the process of recoding. In this case, the recoding process is not recognized, since it is highly automated.

At the third, final stage of translation activity, the utterance is displayed and recreated using the means of the target language. The attributive, essential characteristics of the joint venture put forward high requirements for the level of formation of translation competence, which today is most often understood as a set of specific skills required by a member of the linguistic community for verbal contacts with others. The lists of the distinguished skills of different authors do not coincide and are not clearly marked for all of them, which is associated with an objectively large number of these skills and

the lack of their correct hierarchization.

The reasons for the occurrence of linguistic errors can be attributed to the desire for hypercorrection - "erroneous grammatical use associated with the excessive implementation of the desired rule"; implementation of speech behavior by analogy with the norms of the native language. All lexical and grammatical errors can be classified according to stylistic and social nature. In the process of a detailed analysis of the most common mistakes, A.S. Barmina points out that all deviations from the norm can be classified "depending on what aspect of the language they relate to, as well as the nature of the complexity and frequency of this error in various language registers". The researcher singles out errors of the first and second categories: the errors of the first category include "elementary" errors characteristic of people without higher education. Errors of the second category include. There are "mistakes of the

middle style, typical of most educated people", widely used in publications devoted to the normalization of modern English, dictionaries of difficulties, and so on. In turn, M.A. Kunilovskaya, on the basis of a detailed analysis of the classifications presented in domestic and foreign translation studies, at the top level of taxonomy, distinguishes semantic and

linguistic errors, and semantic errors distort the semantics of the original much more significantly than expression errors.

Semantic errors can be classified according to the type of unchanged or nontransmitted information, according to the degree of deviation from the original, misleading effect on the recipient. Taking this criterion into account, M.A.Kunilovskaya distinguishes the following types of semantic errors:

- errors with the transfer of referential information caused by an incorrect vision of the behind-text reality. Such errors can lead to an indication of other referents, reference situations, significantly distorting the semantics of the original. The same group includes errors associated with the representation of predicative information, including incorrect transmission of species-temporal, modal values, errors in the transmission of proper names.

It is advisable to use state private enterprise mechanisms to support agricultural producers. Lease financing is an effective tool for increasing the competitiveness of agricultural producers. The competitiveness of domestic agricultural producers is largely determined by their technical equipment.[3]

In the practice of foreign countries, it has become an international practice where the crimes of bribery of officials are widespread. In some countries, it was even possible to get deductions from your company's tax liabilities in exchange for bribes, and this is not surprising, as multinational corporations around the world have already paid bribes to support their businesses. An example of the appearance of the modal meaning of obligation, which is absent in the original text, can be the following fragment:

Reaching our sustainable development goals means organizing ourselves better. Let there be no more walls or boxes; no more ministries or agencies working at cross purposes.

The processes of mutual understanding between representatives of various cultural models can be significantly complicated by the implementation of an erroneous interpretation of certain connotations of the original, due to translation errors, which are especially possible in simultaneous translation, based on the need to instantly respond to the information heard, without being able to think over the details.

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