



## THEORETICAL FOUNDATIONS FOR THE TRAINING OF ORAL TRANSLATORS

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### **Annotation:**

This article is about the organization of the process of training simultaneous interpreters in our country and the requirements for them.

**Keywords:** Theoretical foundations of the training of oral translators. oral translation, oral preparation process.

**Аннотация:** Данная статья посвящена организации процесса подготовки разговорных переводчиков в нашей стране и требованиям, предъявляемым к ним.

**Ключевые слова:** Теоретические основы подготовки разговорных переводчиков. Разговорный перевод, разговорный процесс подготовки.

This article's thesis is dedicated to one of the urgent tasks in the system of higher and secondary special education of the Republic of Uzbekistan, as well as the importance of the components of the role of the educational system in organizing the process of training oral translators and its features. A source-language text or speech is chosen, students are asked to interpret or translate it, and the result is commented on and corrected by or under the guidance of the instructor. This is how most professional interpreter and translator training programs are structured around the world. According to the literature, there does not appear to be any disagreement among educators, practitioners, or learners about the fundamental idea that training should primarily consist of these types of exercises, though there are varying views on how to implement this idea in terms of timing, progression, materials used, admission requirements, graduation requirements, etc. The International Association of Conference Interpreters' (AIIC) efforts to create its own standards for conference interpretation training are an intriguing case in point.

While interpreting and translation exercises are always at the heart of the program, they are surrounded by a variety of other subjects and activities. Technical Translation skills are taught in numerous programs in addition to Aside from language enhancement and topic courses in economics, political science, technical





and scientific disciplines, and so on, many programs teach technical translation skills. Some examples include public speaking, documentary and terminological work, précis writing, technical writing, and so on. Some curricula include theoretical courses in linguistics or interpretation, as well as translation theory. However, the efficacy of such theoretical courses is frequently questioned on the grounds that they are too abstract or distant from actual Translation practice and thus ineffective for students. This concept is expanded upon more down. Training in translation theory may have purposes beyond the simply educational one of assisting future interpreters and translators to acquire their professional abilities more quickly and effectively. In order to complete academic requirements, students may need to take some theoretical courses in addition to practical ones. In other cases, theoretical courses may be designed to meet research needs. Such programs typically lead to a B.A. or M.A. in academic institutions. Such activities are acceptable in an academic setting and may also indirectly help in developing the brains of future translators and enhancing the social standing of the translation professions. This book, as noted in Section 1 of this chapter, primarily addresses the pedagogical purpose of instruction. Therefore, only the instructional role of theory will be taken into account in this discussion.

I think that a training program's theoretical components should be evaluated for their ability to explain phenomena.

Any theory that is provided to students, trainees, or seminar participants would be most beneficial if it will aid in their knowledge of interpretation or translation, especially with reference to the following:

– Understanding *phenomena*

: Why do authors write the way they do? Why do speakers make ungrammatical sentences? What does it mean to „understand“ a verbal statement? How are written or oral statements perceived?

– Understanding *Translation difficulties*

: Why is it difficult to reexpress the same message in a different language? Why is there linguistic interference between two working languages? Why do interpreters sometimes fail to understand very simple speech segments?

– Understanding *Translation strategies*

recommended by instructors: Why is it acceptable for translators to change some information elements when going from source language to target language? Why should interpreters spend as little time and effort as possible on note-taking in consecutive? Why should one translate only into one's native tongue? From such understanding, training program participants may expect the following advantages:





– As was already mentioned, they might go quickly and farther. Theoretical concepts and models, in particular, can assist them in preventing or eliminating strategic translation errors by giving them a suitable explanatory context. For instance, translators can save money by not using the wrong materials to improve their command of their working languages if they are aware of the fundamental dynamics of linguistic availability. Additionally, they are able to distinguish between helpful and unfavorable suggestions from peers and even instructors who, in certain schools, are not themselves qualified interpreters or translators.

– They can select the best strategies and tactics with the use of theoretical concepts and models. By equipping them with tools, you may help them when they encounter unexpected situations that weren't covered in the training program.

Finally, theoretical concepts and models can also help them *maintain appropriate strategies and tactics* rather than drift over time into less professional and less efficient ones under market forces such as financial needs, client demands, or misperception of their work by third parties. For instance, clients may insist that they work into their non-native languages, arguing, without proper qualification to do so, that the translator's work into such languages is of high quality. Again, a conceptual framework which explains phenomena, their causes, and their possible consequences is easier to keep in mind as a reference than isolated rules of behavior dictated by a teacher.

## Resources

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