APPLICATION OF INFORMATION TECHNOLOGIES IN THE PROCESS OF LEARNING SIMULTANEOUS TRANSLATION

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Abstract

This article discusses the issue of various ways to improve the effectiveness of teaching simultaneous translation as a result of the use of information technology. The research paper reveals the importance of information and communication technologies in teaching students at philological universities. Simultaneous translation training is shown as an important aspect in the preparation of future translators

Keywords: simultaneous translation, information technology, computer, Internet resources, simultaneous translation, student, teacher, technology, information, communication, communication, integration, training.

1. INTRODUCTION

In modern conditions, the introduction of information technologies in various fields of professional training requires the integration of many areas of study in the process of training translators in universities. Introduction of information and communication technologies in the learning process of simultaneous interpretation is explained by the expansion of the range of educational goals that allow us to fulfill the needs of the translation services market in specialists, able to solve mobile professional tasks in the field of technological competence. This also applies to such modern types of work as remote translation, video conference translation and audiovisual translation. At the same time, in the context of teaching interpretation as a special type of cognitive activity. It is appropriate and productive to introduce information and communication technologies into the educational process, since they allow us to outline promising areas for the formation of a whole range of professional competencies. Today, the use of information and communication technologies in the process of training translators in the field of professional communication it is being expanded and constantly updated. This is especially true of the process of training translators in language universities. Translation competence is a personal education that manifests itself in the unity of key and professional-basic (linguistic, intercultural, transformational, informational and special) competencies. The effective implementation of written translations from the field of professional communication is possible only with a high level of formation of information competence based on the possession of modern tools of information reference and terminological search, possession of technologies of remote interaction via the Internet. Simultaneous translation is a complex type of bilingual communicative and speech activity requires a translator to have a set of knowledge and skills that cannot be obtained without special training.

2. METHODOLOGY

For the development of this study, we made it by the bibliometric analysis tool, an important instrument for identifying advances and trends in research in our specific discipline, which has become an important basis for decision making and contribution to the academic studies.

3. RESULTS

By translating into their native language, "in their own way", any translator does an excellent job even with passive knowledge of a non-native language. For successful translation into a foreign language, "in the

opposite direction", it is necessary to master not only the grammar and syntax of this language, but also to know its phonetic and musical side, including intonation, pronunciation, stylistics of oral speech, etc. If fifteen years ago future translators studied their subjects with "half-closed ears" [2, p . 3], did not have the opportunity to come into contact with live speech and were engaged more in printed texts than in language labs, then today's information technologies significantly change ideas about both the translation activity itself and the methods of teaching it. Modern trends in teaching interpretation involve both the use of the latest methods and the involvement of information technologies in the educational process. Interpretation differs from other types of translation activities primarily by involving many cognitive processes. For the development of these processes, it is important for students to organize classes as diverse and dynamic as possible. In this article, we will consider the use of information technology in teaching sequential and simultaneous types of translation, pay special attention to account for the differences between them in the organization of the educational process.

In this paper, we consider the ways of using information technologies in professional translation activities and analyze the possibilities of their active implementation in the process of teaching simultaneous translation.

Information technologies in linguistics are understood as computer tools that allow receiving, storing, transmitting and distributing any information related to the language [6, p. 19]. A special role in the framework of simultaneous translation training is assigned to the computer and Internet resources. Thanks to them, the future translator can continuously replenish his own linguistic resource base, i.e. search, save, acquire or create linguistic reference books, various terminological dictionaries and other databases. This fully meets some of the requirements for the training of interpreters, such as, for example, the study of special terminology related to various branches of production and scientific knowledge, the study of the style and vocabulary of special texts in both foreign and Russian languages.

The very answer to the question of what application the above information technologies find in simultaneous translation classes requires an illustration in the form of exercises used by the teacher directly in working with students.

As the first exercise, we will give the so-called exercise-"shadowing" (from the English "duplication"), where students are tasked with repeating what they have heard as closely as possible to the original [5]. As a rule, students initially learn to repeat texts in their native language to develop the skill of repetition with simultaneous listening. The teacher himself can act as an announcer, but this exercise will be performed most effectively if a ready-made audio recording is used. Here it turns out to be appropriate to use the audio file editor AudioMaster [4, p.1]. This program makes it possible to extract sound from a video recording, record speech from a microphone, change the tempo and volume, remove or, conversely, add interference, make changes to the personal features of the speaker's speech, for example, add an accent. All this, depending on the educational goals of certain stages of training, allows you to simplify or complicate the process of working on the exercise. As a result, the listener has the opportunity to get used to different rates of someone else's speech. Among other things, the use of the above-mentioned information technology allows you to reduce the teacher's throat load. It is known that the synchronist is forced to react every second to words perceived by ear. An indispensable condition for the success of a simultaneous interpreter is that he has a stock of equivalent pairs of lexical units connected with each other by a sign connection, allowing you to translate not through thinking, but through conditioned reflexes. Therefore, the teacher needs to select such training complexes that could allow him to control and adjust the entire learning process. As practice shows, it is the exercises with electronic user cards that are most appropriate due to the fact that most synchronists work in the mode of translating phrases.

After the trainees gain experience in repeating texts in their native language, they can already move on to the next stage: to repeat a foreign-language text after the speaker. To simplify the task, they are allowed to rely on written text. At this stage of training, the role of a rescue stick can be played by Internet resources that have videos with subtitles. Such video material is presented in large volume on the video hosting YouTube.com. (When searching the site, the keyword "shadowing" is used).

The following exercise, proposed by V.N. Komissarov among others [3, pp. 394-395], is a simultaneous translation with the "text". At the discretion of the teacher, students may be given time to prepare and study the text, sometimes time is not allocated at all, in some cases time is given for a brief preliminary preparation. Important in working on this exercise is the possibility of using an Internet resource, i.e. using videos from YouTube, where in the broadcast texts its parts coincide with subtitles either partially, or are not provided with them at all. The training of a professional simultaneous interpreter requires a special long-term training, and our experience suggests that the competent use of multimedia technologies is an effective tool

in the process of teaching simultaneous translation, contributing to the development of a student's rapid mental reaction and skillful use of lexical and grammatical synonyms.

In addition to the above exercises performed in the classroom, students are given tasks that require independent work on the development and automation of simultaneous translation skills. In particular, students are strongly encouraged to record themselves on audio or video media. Here, again, it is impossible to do without such modern technologies as tablets, iPads and smartphones. As a rule, the records are saved and after three months they are viewed and studied again in order to assess the level of their progress.

4. DISCUSSION

Let's take a closer look at the possibilities of using a language lab in teaching interpretation. Modern equipment allows you to work with two audio tracks, which optimizes learning. Let's pay attention to the main advantages of this option.

In the classroom, as an additional exercise for future synchronists, so-called "mock" conferences (from the English "mock conference") are organized, where students find themselves in conditions closest to real ones. On the National Network for Interpreting website, a teacher can find detailed video instructions on preparing and conducting classes in a similar format [7]. The synchronous recording and synchronous playback function allow you to record a translation synchronized with the primary phonogram stored in another file as a separate audio file. Students in the "Independent work" or "Class in pairs" modes record their translation / speech on another track simultaneously with the sound of the phonogram. Then it is possible to listen to both files with autonomous volume control on each track, or temporarily mute the sound on any of the tracks. This function allows you to perform a number of exercises when teaching simultaneous translation: echo-repeat, simultaneous translation of individual phrases / sentences or text, simultaneous reading of the text. At the same time, the student has the opportunity to listen and analyze his speech / translation, and the teacher has the opportunity to evaluate and comment.

5. CONCLUSIONS

Thus, it can be said that information technologies are becoming an integral part of any sphere of linguistic activity. The positive aspects of their use are most obvious in the training of simultaneous interpreters from Russian into foreign languages, which are in great demand both in Russia and in the West. The ability of teachers and future translators themselves to apply information technology in their activities is the key to the successful education of professionals in their field. Moreover, modern information resources have a powerful potential in terms of organizing the educational process, preparing didactic language and speech material, improving linguistic and didactic technologies, which undoubtedly contributes to the optimization of the educational process, in particular, when training specialists in the field of communication and translation.

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