

AL-FARABI KAZAKH NATIONAL UNIVERSITY
International Relations Department
Chair of Diplomatic Translation
Translation business in the field of international and legal relations
Practice of Simultaneous Interpretation
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Methodological guidelines to IWS and IWST

(on the basis of the work of Shiryaev A.F. “Simultaneous translation. Activities of a simultaneous interpreter and teaching methods simultaneous translation” and etc.)

In the teaching methodology, the acquired ability to perform any activity is considered as skills, abilities and knowledge.

Skills are those acquired abilities of an organism that provide automated (i.e., occurring without the active participation of consciousness) components of a consciously performed activity. The skills are based on the systems of conditioned connections developed in the cerebral cortex as a result of exercises in performing actions. Fluency in operational skills frees the translator's mind from the need to control technical "moments and allows him to pay more attention to solving problems requiring a creative approach.

Skills are acquired abilities that provide the performance of actions that require concentration of voluntary attention. In this case, two types of skills are distinguished: primary skills and secondary skills.

- *Primary skills* characterize the body's abilities at one of the initial stages of mastering activities. They represent a consciously applied system of techniques and allow you to perform actions in slow motion, in uncomplicated conditions and with constant actual awareness. During the educational process, primary skills are usually automated, reduced and turned into skills.

- *Secondary, or complex, skills* mean the ability to successfully perform at a working pace and in various conditions characteristic of a given activity, both individual actions and the activity as a whole. Secondary skills combine, on the one hand, skills and, on the other hand, the ability to comprehend non-stereotypical tasks and find ways to solve them. In the course of practical or educational activities, as a result of gaining experience in solving translation problems, secondary skills can be automated and turned into skills.

Knowledge, like skills, is also divided into two types: practical knowledge and theoretical knowledge. Practical knowledge is imprinted in the mind of the formulations of the rules and conditions for the commission of actions. Practical knowledge is directly involved in the formation of primary skills and abilities. The implementation of actions based on practical knowledge occurs initially in slow motion and requires significant effort. Subsequent training, guided by instructional instructions, leads first to the formation of primary skills and then to the formation of skills.

Theoretical knowledge is a learned theoretical description of an activity. Theoretical knowledge is involved in the formation of skills and abilities indirectly. They reinforce and substantiate the rules-instructions for performing actions at the stage of formation of primary skills and directing the independent work of students to improve secondary skills at subsequent stages.

The principles of building the proposed system of exercises are derived from the formulated learning objectives, content and principles of organizing the educational process.

Exercises to practice of simultaneous interpretation:

1	Listening to the original text	Getting used to the conditions of perception of the original text in the cockpit. Development of perceptual and mnemonic abilities
2	Shadowing	Formation of primary skills of combining listening and speaking in time. Further development of perceptual and mnemonic abilities and reaction speed.
3	Repetition with time lag	Formation of primary skills and abilities of segmentation of the source text into orientation units. Continuing the formation of primary skills and abilities of combining listening and speaking. Further development of perceptual and mnemonic abilities.
4	Exercise to consolidate lexical and syntactic equivalents	Formation of skills and abilities to search and select translation solutions. Formation of skills in combining listening, searching for translation solutions and speaking. Formation of high-speed translation skills.
5	Sight interpretation	Consolidation of lexical and syntactic equivalents. Development of skills for combining listening, searching for translation solutions and speaking. Development of high-speed translation skills.