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ДОСВІД ФАХОВОЇ ПІДГОТОВКИ МАЙБУТНІХ СИНХРОННИХ ПЕРЕКЛАДАЧІВ У СУЧАСНОМУ МУЛЬТИКУЛЬТУРНОМУ ПРОСТОРІ УНІВЕРСИТЕТУ

Обґрунтовано необхідність підготовки висококваліфікованих синхронних перекладачів. Розкрито переваги синхронного перекладу в сучасному мультикультурному комунікаційному просторі. Описано технічні характеристики лабораторії синхронного перекладу в ТНПУ ім. В. Гнатюка і розкрито їх відповідність міжнародним стандартам. Висвітлено змістове наповнення теоретичного матеріалу курсу. Представлено вимоги до відбору відеоматеріалу для практичної роботи у лабораторії синхронного перекладу. Вивчено думку студентів щодо тематики та типу відеоматеріалів курсу. Запропоновано вправи для розвитку навичок усного синхронного перекладу. Розглянуто змістове наповнення практичного курсу у платформі MOODLE.

Ключові слова: *синхронний переклад, лабораторія синхронного перекладу, кабінка, відеоматеріали, вебінар.*

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ОПЫТ СПЕЦИАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ СИНХРОННЫХ ПЕРЕВОДЧИКОВ В СОВРЕМЕННОМ МУЛЬТИКУЛЬТУРНОМ ПРОСТРАНСТВЕ УНИВЕРСИТЕТА

Обоснована необходимость подготовки высококвалифицированных синхронных переводчиков. Раскрыты преимущества синхронного перевода в современном мультикультурном коммуникационном пространстве. Описаны технические характеристики лаборатории синхронного перевода в ТНПУ им. В. Гнатюка и раскрыто их соответствие международным стандартам. Освещено содержательное наполнение теоретического материала курса. Представлены требования к отбору видеоматериала для практической работы в лаборатории синхронного перевода. Изучено мнение студентов по тематике и типе видеоматериалов курса. Предложены упражнения для развития навыков устного синхронного перевода. Рассмотрено содержательное наполнение практического курса в платформе MOODLE.

Ключевые слова*: синхронный перевод, лаборатория синхронного перевода, кабина, видеоматериал, вебинар.*

O. I. KUTSA

EXPERIENCE IN PROFESSIONAL SIMULTANEOUS INTERPRETERS' TRAINING IN MODERN MULTICULTURAL NVIRONMENT OF A UNIVERSITY

Necessity of development of highly experienced simultaneous interpreters training is grounded. Advantages of simultaneous interpreting in modern multicultural communicational space are revealed. Technical specifications of simultaneous interpreting laboratory at TNPU are described and their compliance with international standards is presented. Theoretical framework of the course is featured. Video materials selection requirements for practical work in the laboratory of simultaneous translation are presented. Students' opinion on the domain and type of the course video materials is studied. The content of the practical course in MOODLE platform is considered.

Keywords: *simultaneous interpreting, laboratory of simultaneous interpreting, booth, video material, webinar.*

In terms of globalization such modes of communication as international conferences, seminars, symposiums etc. have become widespread. In most cases participants of these events have only basic

knowledge of foreign languages. That's why there's a need in simultaneous interpretation (SI) because this type of interpretation has a lot of advantages:

1) a speaker delivers his speech without pauses and in such a way holds audience's attention;

2) it allows to increase quantity and quality of information flow;

3) it's convenient for the participants;

4) it enables rendering into several foreign languages in one go [1: p. 66].

SI is studied by numerous scholars, such as: G. Chernov, A. Chuzhakin, A. Shyriaiev, S. Maksimov, A. Riccardi, J. Roderick, S. Shvachko, A. Shveitser, M. Tsvilling, L. Visson and others.

Only well-trained simultaneous interpreters (SIs) can ensure SI of the highest quality. For training good specialists in this sphere *Practical Course of Simultaneous Interpretation* is taught for the 5th year (MA degree) students in Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU). This course is compulsory and has 2,5 credits.

The aim of our research is to analyse advantages and disadvantages of SI Teaching in TNPU.

For successful training of SIs we:

Use specially-equipped laboratory of SI for the classes. It allows to create authentic environment and interpret into up to 5 languages at a time or into 1 language for 5 students.

Talking about booths, ISO (the International Organization for Standardization) standards should be mentioned. Let's consider how our specially-equipped laboratory for SI meets the main requirements of ISO 2603 "Fixed booths for SI" [4].

Interpreters' booths are designed to meet three requirements:

- acoustic separation between different languages spoken simeltaneously, without mutual interfierence between languages interpreted or with the speaker in the hall;

- efficient two-way communication between the booths and the conference hall;

- a comfortable working environment enabling interpreters to maintain the intense effort of concentration required by their work [4].

Our laboratory meets the 1st requirement. But it partly meets the 2nd and the 3rd ones. The problem is the there isn'n any consoles in the booths, except for earphones and microphone which on the one hand, unables interpreters to do a rely interpreting, for example, or press a mute button while caughing, etc. But on the other hand, students are more concentrated on interpreting rather than the console. As for the 3rd requirement, there ins't enough room for 2 simultaneous interpreters. As we all know 2 interpreters should work in turns every 20 or 30 minutes.

But despide these inconveniences students can practice in near-real conditions and get the feel of the booth.

Watch webinars with simultaneous interpreters-ptactitioners.

We encourage students to register for webinars with simultaneous interpreters, listen and ask questions. For example, on November, 29 2014 at 5 p.m. there was a webinar with a famous simultaneous interpreter Elena Chudnovskaya organised by Vox Tranlatorum group [11]. She told about her fears at different stages of her carrier and shared the recipes which helped her to master her fear. It's interesting that before the webinar Elena asked all participants to evaluate her three "the deadliest" simultaneous interpretings and decide how "fearful" they are for them.

We are also going to organise a webinar with American simultaneous interpreter Elena Bell who's got MA in Translation and Interpretation. That will give our student an opportunity to study her experience and aks questions.

Combine theory and practice: while rendering some information flow, attention is paid to some specific aspects (e.g., lexical, semantic and so on):

Table 1

Theoretical framework of the course (I term)

Module 1. Simultaneous interpreting: historic aspect	
Topic 1	History of simultaneous interpreting
Topic 2	Prominent simultaneous interpreters
Module 2. Basic approaches to simultaneous interpreting	
Topic 1	Basic notions and principles of simultaneous interpreting
Topic 2	Interpreting as interlingual and cross-cultural communication
Module 3. Audio-textual aspect of simultaneous interpreting	

Topic 1	Perception and understanding of messages in interpreting
Topic 2	Types of contexts and contextual relationships in oral discourse

Table 2

Theoretical framework of the course (II term)

Module 1. Simultaneous interpreting: semantic aspect	
Topic 1	Semantic aspects of interpretation
Topic 2	Semantic redundancy of oral messages
Module 2. Simultaneous interpreting: lexical aspect	
Topic 1	Lexical aspects of interpretation
Topic 2	"Gaps" in perception of oral discourse and ways of "filling them in" in interpreting
Module 3. Functional system and anticipation in simultaneous interpreting	
Topic 1	Functional system of simultaneous interpretation
Topic 2	Anticipation in simultaneous interpretation
Module 4. Simultaneous interpreting: grammatical aspect	
Topic 1	Grammatical difficulties typical of simultaneous interpretation
Topic 2	Compression and expansion in simultaneous interpretation

During our classes we use videos from YouTube (where one can easily find speeches, records of different meetings, summits, interviews, etc.). Very useful are official websites of CNN [6], BBC [3]. And we must admit students also like these sites very much, especially while preparing individual research projects.

We find e-learning tool Speech Repository II [9] very helpful and interesting. While choosing the video, one can select:

– language;
– use (simultaneous or consecutive);
– type (conference, press conference, debate, hearing, interview, or pedagogical material);
– keywords;
– level (basic, beginner, intermediate, advanced / test-type, very advanced);
– domain (general, agriculture, audiovisual and media, budget, climate, competition, consumers, culture, customs, development, economic and monetary affairs, education, training, youth, employment and social policy, energy, enlargement, enterprise, environment, external relations, external trade, fight agains fraud, fisheries and maritime affairs, food safety, foreign and security policy, humanitarian aid, human rights, information society, institutional affairs, internal market, justice, freedom and security, public health, regional policy, research and innovation, taxation, transport);
– speech #;
– duration.

When you've chosen the video, one also get information about place and date of the record. And one more key aspects of this project is provision of terminology list for each video.

It's interesing to know students' opinions about video material used in our classes. That's why we asked last year and this year MA students the following questions:

What types of video materials do you prefer interpreting simultaneously?

What domains do you like interpreting simultaneously?

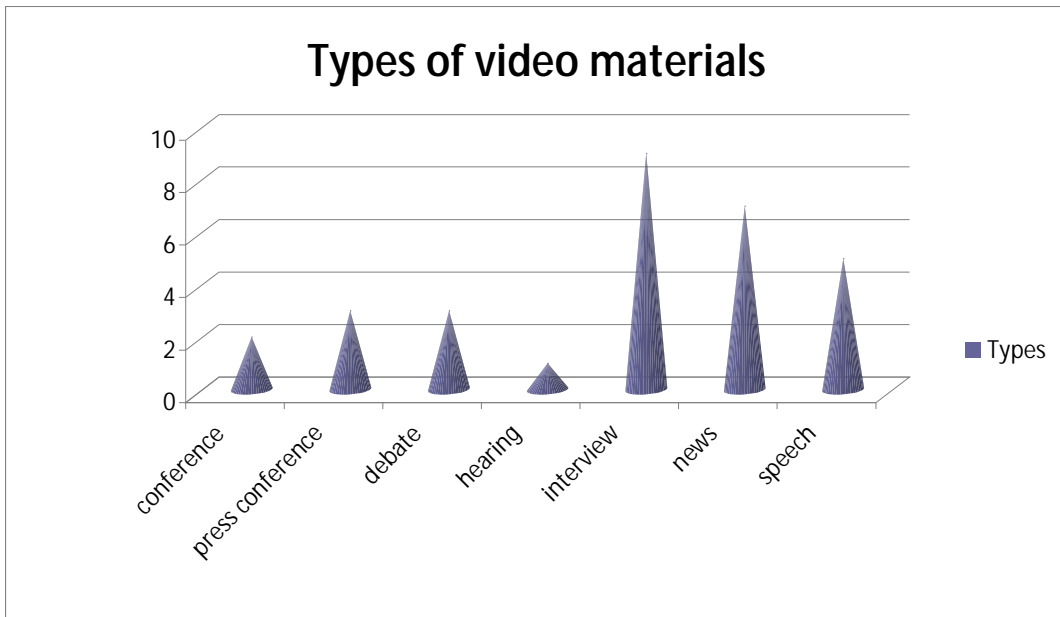What should be changed to make our classes more successful?

Types of video materials

Fig. 1. What types of video materials do you prefer interpreting simultaneously?

Conference – 2 (*reasons:* "speakers talk for apoximately 20 mins, so you deal with 1 topic and the same terminology, you can learn something new"),

press conference – 3 ("you may know people and subjects, speakers take some time to think what to answer, so you have time to think"),

debate – 3 ("you may perform a high pressurebalancung act, you become more professional and self-confident"),

hearing – 1 ("my second major is law, so I can do high quality interpreting in this domain"),

interview – 9 ("it's not boring, beacuse you switch from one speaker to the other, and you have time to think"),

news – 7 ("you are up-to-date with the things going on in the world"),

speech – 5 ("the speech tempo allows you to think how to render a passage and interpreting the same people tp become familiar with their vocabulary").
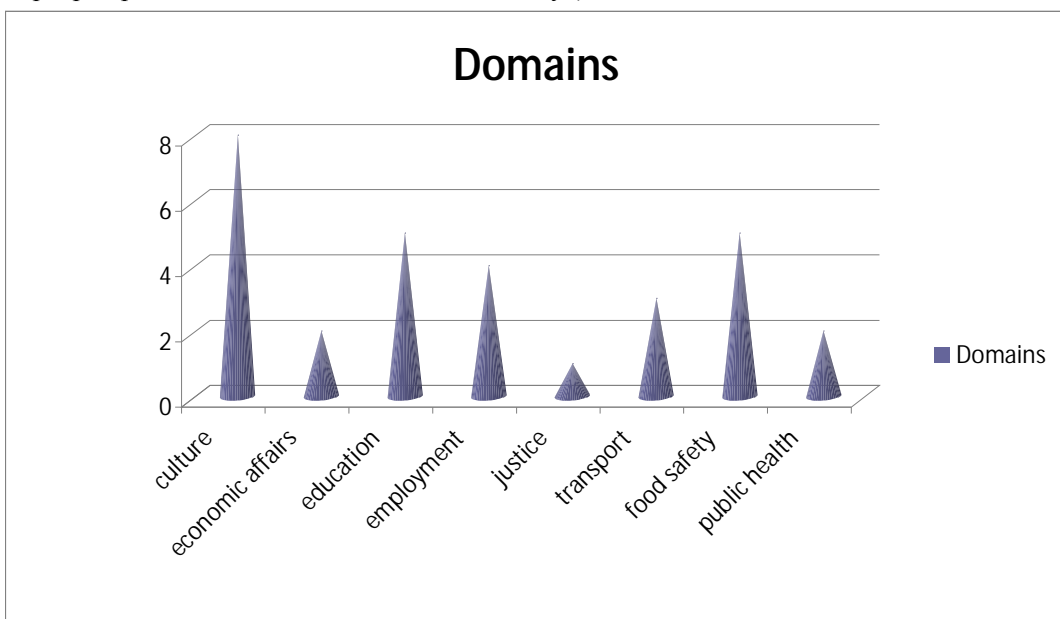
Domains

Fig. 2. What domains do you like interpreting simultaneously?

Culture – 8, economic affairs – 2, education – 5, employment – 4, justice – 1, transport – 3, food safety – 5, public health – 2.

What should be changed to make our classes more successful?

It'll be good to increase the amount of credits for studying SI (1 year is not enough). Why? They will be able to practice more which will help them to develop professionally, cover more doamins and, as a result, learn more terms.

Each class is started with warming-up activities (for developing voice) and finished with the discussion (for critical analysis of the interpreting) and conclusions (to sum up everything done and set new goals).

Warming-up activities help to develop interpreter's voice because "voice is crucial to professional survival". For warming-up activities we use sayings and tongue twisters in English and Ukrainian, e.g.:

Mary Mac's mother's making Mary Mac marry me.
My mother's making me marry Mary Mac.
Will I always be so Merry when Mary's taking care of me?
Will I always be so merry when I marry Mary Mac? [10].

At the end we analyze all the interpretations in order to avoid these mistakes in the future. We also sum up everything we've done and see either we've reached our goals or nor and set new goals for the next class.

Use variety of exercises for developing SI skills (general preparatory exercises and SI practice exercises) [2 : p. 259-301].

After certain amount of done exercises, interpreting solutions are on the level of habits and are controlled by fringe of consciousness [2 : p. 262].

According to prof. L. Chernovatyi, exercises for developing SI skills may be divided into: 1) general preparatory and 2) SI practice exercises.

General preparatory exercises are those without interpreting but are necessary for developing certain skills needed for interpreting [2 : p. 262]:

Sentence paraphrasing in the SL;

Key words finding;

Guessing from the given hints what the information is about;

Shorten the text;

Transform the information into newspaper headlines, etc.

SI practice exercises:

Listen to the information, read by the teacher, once. Make notes. While listening to it for the second time count from 1 to 233 trying to be as attentive as possible. Retell the article in your mother tongue using notes;

Listen to the information, read by the teacher while simultaneously reciting the English alphabet in the direct and reverse orders. Retell the article in your mother tongue;

Guessing the words by means of 1 or 2 syllables;

Interpreting of people with different accents, articulation, etc.;

Simultaneous reading of translated at home video (Van Doren);

At sight simultaneous interpreting.

Work with MOODLE platform.

MOODLE platform provides students with all the necessary information, in particular: 1) The Aim and the Tasks; 2) Assessment criteria; 3) Literature; 4) Internet Sources; 5) Glossary; 6) Programme Overview; 7) Programme Structure; 8) Self-Directed Learning and Individual Research Work; 9) Books and Articles for Reading and Discussion; 10) Plans of practical classes and tasks; 11) News; 12) Marks [8].

To conclude we may say that work in a specially-equipped laboratory of SI and combination of the mentioned above methodic aspects help to train good SIs. In perspective improving teaching techniques of SI is to be studied.

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