Methodology for Developing Listening Comprehension Skills of Simultaneous Interpreters

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Abstract: Synchronous translation requires perfect knowledge of two or more languages, perfect adherence to lexical and pronunciation norms, quick understanding, of political, social, philosophical, and economic concepts and good knowledge of stable language units, proverbs and sayings. The vocabulary of the Uzbek language, like other languages, has been enriched by the addition of terms and words expressing colorful concepts in the course of historical relations, cultural relations, and trade relations with neighboring, brotherly, and foreign countries. has changed, and the possibilities of expression have expanded. Since ancient times, the languages of Russian, Latin, English, German, French, Italian, Spanish and sister Turkic peoples have been improving each other, and served to expand and deepen the vocabulary of languages.

Keywords: message, simultaneous interpreter, translation, professional training, experience in translation.

The original text selects from the language tools that make the information more expressive and more impressive, corresponding to its communicative purpose. As a result, the text created for this purpose will have a certain pragmatic potential, and it will have a communicative effect on the recipient of information (receptor). The pragmatic potential of the text is expressed by the content and form of information, they are means of expression that are already present in the language, and the author uses them only appropriately.

The main requirements for a simultaneous interpreter include a reliable knowledge of a foreign language, a rich vocabulary, and the ability to perform other, simpler types of translation. Good simultaneous interpreters are usually only those who have received high-quality special education, have lived for a long time in the country of the language they are studying and have managed to accumulate a lot of experience in translation.

Professional training of future translators within the framework of higher linguistic education is carried out on the basis of work programs focused on a competency-based approach. The concept of "competence", which is central to these programs, has been given many definitions in recent years. The definition of I.A. Zimnyaya is noteworthy, he defines competencies as "internal, potential, hidden psychological neoplasms: knowledge, ideas, programs (algorithms) of actions, a system of values and relationships, which are later manifested in human competencies" [7]. Accordingly, we can give the following definition of hearing ability formed in the process of learning to listen: "an internal neoplasm, including knowledge, skills and the ability to listen, understand and understand information from them in speech activity" [8, 86].

Indispensable components of any competence are the knowledge and skills that the future specialist should use in his professional activity. The knowledge given to students as external information becomes a skill as it is applied, it becomes a personal neoplasm in the student's mind. On the other hand, it is impossible to form skills that makeup one or another competence without qualification.

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Types of translation listening include directional listening, which aims to understand the topic presented in the reference text by keyword-referents, and informative listening, which involves understanding not only the topic of the message but also what exactly is being communicated about it.

At the same time, it is important for a future translator to know the main theoretical concepts: text, discourse, keywords, theme and rhyme, denotation. Acquaintance with these and other concepts, according to the program, takes place in the process of forming competencies that are the goal of mastering this subject.

Translation listening training is aimed at forming four professional and one general cultural competence. The first professional competence to be formed includes knowledge of the system of linguistic knowledge and functional types of a foreign language. The knowledge component of this competence includes knowledge of phonetic, lexical, grammatical, structural and compositional means of the studied language. In the process of understanding a message in a foreign language by ear, some of the speech, lexical and structural-compositional tools can cause the greatest difficulties. Lexical means, first of all, include key words and phrases that can be given to students immediately before listening as a basis of external oral information, which allows to overcome lexical difficulties when listening to speech.

One of the best options is to work with the written text at the pre-listening stage. For example, when preparing to listen to a video about the problems of young interns looking for permanent work in Germany, students can be offered a short text or excerpts from several texts on the same field and topic. These can be texts dealing with Internet employment, practice, employer-employee relations issues, and containing lexical units that are important for understanding the original content.

It is important to emphasize the advantages of using texts that have questions and answers from Internet users, English speakers, and discuss various issues. These texts are actually spoken and recorded in writing. They do not contain long sentences, complex syntactic structures, many special terms that cause difficulties in perception and understanding, so such texts are easier to understand than, for example, written journalistic texts.

Thus, in the process of preparing for listening to the video material indicated above, students can refer to the text devoted to discussing the question of whether the practice of free labor of young people with secondary special education can be considered as exploitation. Instruction to students involves understanding, understanding, and explaining key words and phrases to convey key content succinctly. These lexical units include phrases that are important for understanding the content of the video. In order to facilitate the process of understanding unadapted authentic speech, the students can be offered as an external reference base the phrases they have learned in German while reading the text. In the process of listening comprehension, comprehension and comprehension, students should correct the English correspondences to these expressions. They then use the notes they have prepared to convey the content of the video clip in their own speech. Thus, students repeatedly use the acquired lexical knowledge in reading, listening and speaking speech actions, which ensures the formation of lexical skills within the appropriate types of speech activities. In the future, these skills will become an important basis for the formation of professional skills within the framework of the training of simultaneous translators: the ability to perceive and understand the referential and informative plan of the audio text transmitted by linguistic means is one of them.

The formation of the next competence includes the development of the skills of listening and perceiving audio-text information based on the elements that ensure the structural coherence and communicative integrity of the curriculum between the 1st and 4th courses of the bachelor's degree. For this purpose, future translators should know the basic methods of expressing semantic, communicative and structural continuity between the parts of the sentence and its compositional elements. Semantic continuity is expressed, first of all, in the repetition of leading referent keywords that reflect the topic. Continuity is carried out through lexical exchanges (synonymous, general exchanges, part-whole, and system-element substitutions). It is easy to show this phenomenon to the

students on the example of a written text, especially in the Uzbek language. Then students are given the task of correcting the lexical units that reflect the main topic of the message while listening.

It is possible to understand the structural continuity of the parts of the statement if there is an idea about the tripartite nature of any integral and complete text, written and spoken. It is important for students to have an idea about the functions of each main part of the text – the introduction, the main part, the conclusion, and the speech devices and clichés that mark the beginning of each of them. In addition, structural continuity is provided by means of speech that explain the transition to the next subtopic, the next argument.

The component of further professional competence includes knowledge about the main methods of developing thoughts in the text, the types of thematic development of the text, functional methods and the main characteristics of the speech types of the text (story). Based on this knowledge, the skills of listening and understanding sound text information are formed based on the hierarchy of predicates, word combinations representing denotations, and the lexical-semantic model of the text.

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