

THE PRINCIPLE OF UNDERSTANDING A PHENOMENON OF ERROR IN SIMULTANEOUS INTERPRETATION

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Abstract: *Simultaneous interpretation, a crucial component of global communication, involves translating spoken language in real-time, requiring interpreters to navigate complex linguistic and cognitive challenges. Despite their expertise, interpreters often encounter mistakes that can significantly impact the accuracy and effectiveness of their work. These errors can arise from various sources, including cognitive overload, linguistic nuances, and contextual misunderstandings. Understanding the types and causes of these mistakes is essential for both practitioners and trainers in the field. This article explores the common pitfalls in simultaneous interpretation, examining their implications for communication and strategies for mitigation, ultimately highlighting the importance of ongoing training and support in enhancing interpreter performance.*

Key words: *simultaneous interpretation, interpretation errors, linguistic challenges, communication effectiveness, error analysis, interpreter's performance, performance improvement*

Translation is one of the oldest types of activity, the role of which cannot be reduced to serving the immediate needs of people in communication. It is becoming obvious to modern researchers that, within the framework of the intensification of globalization processes, humanity is moving along the path of expanding the relationships of various ethnic groups, cultures and countries.

In the current situation, the task of studying the problems of intercultural communication, including the role of translation activity, is becoming highly relevant. The rapid entry of Uzbekistan into the world community leads to an increase in the number of intercultural contacts both at the state level and at the level of individuals, which determines the relevance of studying the specifics of translation activity. Acting as one of the means of intercultural communication, simultaneous interpretation solves the problems of mutual understanding of the subjects of communicative activity, is characterized by special specificity, the presence of specific characteristics, which will be discussed below. The processes of mutual understanding between representatives of different cultural models can be significantly complicated by the implementation of an erroneous interpretation of certain connotations of the original, due to translation errors, which are especially possible in simultaneous interpretation, based on the need to instantly respond to the information heard, without the opportunity to think over the details. [1; p.113]

The issues of classification and identification of the causes of errors in simultaneous interpretation are one of the most important problems of translation studies, the solution of which will help to avoid erroneous interpretation of this or that infor-



mation in the language of the host culture, to ensure the equivalence and adequacy of the translation, which determines the relevance of the chosen research topic. [2; p.21]

The object of the study is translation errors that occur during simultaneous interpretation.

The purpose of the study is to identify some errors in the process of simultaneous interpretation.

Simultaneous interpretation (SI) is one of the most complex types of translation activity. In modern scientific literature, SI is understood as one of the types of oral translation, simultaneous interpretation of the voiced text, one of the types of professional translation, the pinnacle of translation art [3, p.48]. In essence, SI is a psychological process in which three main stages are distinguished: understanding, comprehension and formation of a concept, transmission, reproduction by means of the language system of the receiving cultural model. The first stage of translation activity, namely the perception of a foreign-language text, is a complex sensory-mental process, which is based on the simultaneous performance of the analytical and synthetic functions of the brain and sense organs [4; p.286].

The implementation of each of the stages of speech activity in SI requires a high level of development of translation competence. Different authors highlights the following features of SI:

- 1) psychological discomfort caused by the need to simultaneously perceive, decode and reproduce discourse;
- 2) a psychological barrier caused by the lack of repeated reference to the original text, the ability to pause speech, repeat incomprehensible phrases, words;
- 3) the lack of opportunities to make adjustments to the already voiced text, to eliminate identified erroneous interpretations; 4) the possibility of an erroneous interpretation due to too fast a speech rate, incoherence of the speaker, speech defects.

Attributive, essential characteristics of SI put forward high demands on the level of formation of translation competence, which today is most often understood as a set of specific skills necessary for a member of the language community for speech contacts with others. The lists of skills identified by different authors do not coincide and are not clearly defined by all, which is due to the objectively large number of these skills and the lack of their correct hierarchy. In turn, R. Setton names the following components of the translation competence model [5, p.209]:

- 1) linguistic competence, including pragmalinguistic, which consists of knowledge of “private semantic shades” of lexemes, and sociopragmatic, including knowledge of speech behavioral strategies, rules for modeling discourse in accordance with the requirements of the functional style adopted in a given society at a specific historical stage of development;
- 2) general knowledge necessary for understanding and subsequent translation of a specific topic of information messages;
- 3) skills, strategies for perception, interpretation and reproduction of information data.

In particular, Ilukhin names the following skills and abilities necessary for the successful implementation of SI [6, p.206]:

1) preparation for the specific features of SI; 2) the ability to concentrate on the words of the speaker; 3) the ability to cover several tasks with attention; 4) the ability to find a way out of difficult communicative situations; 5) quick response skills; 6) mental calmness, patience; 7) fast thinking, concept formulation.

Thus, the specificity of SI puts forward extremely high demands on the level of development of translation competence, ensuring the adequacy and equivalence of the translation. However, even with high professionalism of the simultaneous interpreter, the probability of error is not excluded [7; p.121].

In modern scientific literature, an error is understood as “a deviation from the norm, a discrepancy between the ideal (standard) and the material (really existing)”;

“the result of a discrepancy between the plan and the implementation of an action, a discrepancy between the standard and the final product of the activity”; everything that does not correspond to the norm, the rules [8; p.98].

Unfortunately, the study of errors in scientific literature is either minimized or explained solely by the fatigue of the simultaneous interpreter, but in practice fatigue provokes slips of the tongue, which are found in any colloquial speech.

Deviations from the norm can be a consequence of an insufficient level of linguistic competence or the lack of necessary coordination between the speaker and the interpreter. The error may also be caused by reasons of a multifunctional nature, such as insufficient knowledge of the topic and extraneous noises that complicate the processes of perception and decoding. In addition, the error may be caused by the ambiguity of the original phrase.

In our opinion, the issue of the success (adequacy) of translation should be addressed from the point of view of an integrated communicative-functional approach. The basis of this approach, according to Gonzales, is the understanding that [9; p.170]:

1. Translation is always carried out in a certain communicative situation, within which the communicants solve the problems facing them. Thus, the communicative situation has a direct impact on the implementation of the translation.

2. Translation is always carried out with a specific goal and at the same time is a tool for achieving this goal.

3. Translation is always carried out in the interests of a certain person / body and, thus, must meet the requirements of the initiator / recipient of the translation.

4. The identity of the initiator of the translation may not coincide with the identity of the recipient of the translation.

5. The purpose of the translation is determined by the specifics of the communicative situation in which the translation was carried out.

6. The function of the original text may not coincide with the function of the translation text in the receiving culture.

7. The communicative effect of the original text may not coincide with the communicative effect of the translation text.

8. Successful translation is ensured by using a translation strategy determined by the specifics of the communicative situation.

Any error is based on the variability of the semantics of the lexeme, i.e. the error is the choice of an option recognized as non-standard. As Kasperek notes, “the reasons for an error in SI can be both purely objective and subjective in nature” [10; p.115].

We believe that a translation error is not always an unambiguous term. From the point of view of the communicative-functional approach in the broadest sense, a translation error is an unjustified substantive deviation from the translation of the original. On the other hand, a translation error can be an error only in a strictly defined context, only for a specific recipient, taking into account the sender's intention and the requirements of the recipient's receptive ability.

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