

### TRAINING OF THE FUTURE INTERPRETERS' WORKING MEMORY

*Antonina V. Prokopenko*, Ph.D. in Philology, Associate Professor of the Department of German Philology at Sumy State University.

E-mail: a.prokopenko@gf.sumdu.edu.ua

ORCID ID 0000-0002-4590-4201

*Valeriia M. Rava*, Master's Degree student at Sumy State University.

E-mail: valeriarava99@gmail.com

ORCID ID 0000-0003-3111-6666

DOI: 10.32342/2522-4115-2021-2-22-13

*Key words:* short-term memory, long-term memory, interpretation, consecutive translation, coordination of efforts.

The article is devoted to the issues of functioning and training of short-term and long-term memory of future interpreters. The concept of translation competence is considered, and it is noted that in order for it to be at a rather high level, an interpreter needs to have a good knowledge of at least two cultures, navigate the flow of speech, find equivalents in memory as quickly as possible, make decisions about correct forms, and the most important is to have the idiomatic language skills. It is emphasized that the formation of the message should comply with social and cultural norms to facilitate its integration into the target language. This scientific study examines a model for coordinating the efforts that an interpreter must have in the process of interpreting messages. Techniques for developing the short-term memory of future interpreters are analyzed in detail. A cognitive interpreting model called the "Effort Model" is also studied, which focuses on the interpreter's attention resources and their distribution during the interpretation. The paper notes that the coding of information is mainly carried out in three ways: acoustic, visual and semantic. Therefore, due to the correct coordination of all efforts, the interpreter will not only be able to perform the task well, but also to process and form the message, as well as save energy for further actions. Tools and tactics which develop short-term memory and improve rapid memory are identified. In particular, such tactics as the mnemonic method, categorization, generalization, comparison, description and creation of notes are presented. It is noted that short-term memory is based on the actual sense of sound, without filtering information, so the interpreter should be careful with the message that he / she transmits. Long-term memory involves neural pathways and synaptic connections, that is why it is better established in the interpreter's brain. Thus, long-term memory is advantageous when the interpreter is better acquainted with the field to which the translation belongs; therefore, the interpretation is very accurate, due to the correct placement of words in the context. It is noted that one of the difficult tasks is to combine professional skills with theoretical knowledge. The authors conclude that the main goal of training future interpreters is to broaden their horizons and increase the knowledge and skills in several professional fields, and emphasize that future interpreters should identify a number of principles that will help in their professional activities.

### References

1. Zinukova, N.V. *Formuvannia fakhovoi kompetentnosti usnogo perekladacha u zovnish-neoekonomichnii sferi: rezultaty eksperymentu* [Forming the professional competence of an interpreter in foreign economic field: the results of the experiment]. *Visnyk Dnipropetrovskoho Universytetu imeni Alfreda Nobelia. Pedagogika i psykholohiia* [Bulletin of Alfred Nobel University. Pedagogy and Psychology]. 2018, no. 1 (15), pp. 113-119 (In Ukrainian).

2. Latyshev, L.K. (2007). *Tekhnologiiia perevoda* [Technology of translation]. Moskva, Akademiia Publ., 320 p. (In Russian).

3. Prokopenko, A.V., Rava, V.M. *Koreliatsiia kohnityvnykh protsesiv ta robochoi pamiaty perekladacha* [Correlation of cognitive processes and working memory of a translator]. *Vcheni zapysky Tavriiskoho natsionalnoho universytetu imeni V.I. Vernadskoho. Filolohiia. Sotsialni komunikatsii* [Scientific notes of V.I. Vernadsky Taurida National University. Philology. Social Communications]. 2020 issue 31 (70), no. 4 (3), pp. 65-70. (In Ukrainian).

4. Shveitser, A.D. (1988). *Teoriia perevoda: status, problemy, aspekty* [Translation theory: status, problems, aspects]. Moskva, Nauka Publ., 214 p. (In Russian).

5. Shyriaev, A.F. (1979). *Sinkhronnyi perevod: deiatelnost snkhronnoho perevodchka i metodika prepodavaniia sinkhronnoho perevoda* [Simultaneous interpretation: activities of

a simultaneous interpreter and teaching methods of simultaneous interpretation]. Moscow, Voenizdat Publ., 183 p. (In Russian).

6. Arumí R.M. (2012). Problems and strategies in consecutive interpreting: a pilot study at two different stages of interpreter training. *Meta: journal des traducteurs*, vol. 57, no. 3, pp. 812-835.

7. Baddeley, A. (1999). *Essentials of Human Memory*. East Sussex : Psychology Press Ltd., 328 p.

8. Bonyadi, A. Book review Andrew Gillies, *Consecutive interpreting: A short course*. Western Sydney University, Translation & Interpreting. 2021, vol. 13, no. 2, pp. 191-194. DOI: 10.12807/ti.113202.2021.r03.

9. In C. Soanes, A. Stevenson, S. Hawker (Eds.). (2006). *Concise Oxford English Dictionary (Computer Software)*. Oxford : Oxford University Press, 11<sup>th</sup> ed.

10. Eysenck, M.W. (2005). *Psychology for AS Level*. New York : Psychology Press Inc., 3<sup>rd</sup> ed., 376 p.

11. Gile, D. (1995). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam ; Philadelphia : John Benjamins Publishing Company, 274 p.

12. Gillies, A. (2005). *Note-taking for Consecutive Interpreting*. Manchester: St. Jerome Publishing, 237 p.

13. Hopper, C.H. (2010). *Practicing College Learning Strategies*. Belmont : Wadsworth, 5<sup>th</sup> ed., 297 p.

14. Kellogg, R.T. (2003). *Cognitive Psychology*. Thousand Oaks : Sage Publications, 2<sup>nd</sup> ed., 525 p.

15. Leeson, L. (2005). Making the effort in simultaneous interpreting: Some considerations for signed language interpreters. *Topics in Signed Language Interpreting: Theory and Practice*. Amsterdam; Philadelphia: John Benjamins Publ., pp. 51-68.

16. Lorayne, H. (2001). *How to Develop a Super Power Memory*. Preston : A. Thomas & Co. Publ., 213 p.

17. Rozan, J.F. (2004). *Note-taking in consecutive interpreting*. Krakow : Cracow Tertium Society for the Promotion of Language Studies.

18. Seleskovitch, D. (2002). *Language and memory: a study of note-taking in consecutive interpreting*. *The interpreting studies reader*. London ; New York : Routledge, pp. 121-129.

19. Zhong, W. (2003). Memory Training in Interpreting. *Translation Journal*, vol. 7, no. 3. URL: <http://translationjournal.net/journal/25interpret.htm> (Accessed 5 November 2021).

Одержано 5.10.2021.