

## LINGUODIDACTICAL PECULIARITIES OF LEARNING CONSECUTIVE TRANSLATION OF STUDENTS AT LINGUISTIC HIGHER EDUCATIONAL INSTITUTIONS

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### Abstract

The article describes issues based on studying approaches to the translation process and compare the features of consecutive and simultaneous translation across the levels of the translation process. As well as, determining the linguodidactic features of teaching consecutive translation by studying the competencies of a consecutive interpreter. Moreover, the author reveals the psycholinguistic features of consecutive interpretation and determines the necessary psychophysiological skills of students, identifies and clarifies the difficulties experienced by the translator at each stage of the consecutive translation process; While organizing pedagogical experimental work, developed recommendations based on the research results and improved the methodology of teaching consecutive translation for students of language higher educational institutions.

**Key words:** Translation, experimental work, intercultural communication, consecutive translation, process, terminology, training of translators.

### INTRODUCTION

The need for practical translation is growing in the world as the process of globalization deepens and interethnic relations expand. Incidentally, it is important to conduct research in the field of understanding interlanguage and intercultural communication in the professional training of translators, analysis of translation practice, differentiation of genre features, formation and development of translation abilities, expansion of terminology, analysis of translation interventions, development of professional qualities, reference and comments to foreign specialized literature. on translation to improve the teaching standard. (It is necessary to show only the practical side of the problem).

Special attention is paid to the deepening of scientific research based on such tasks as improving the quality of translation, developing professional ethics, learning through psychophysiological skills, competently solving the problems of intercultural communication, improving the training of translators in real situations. In this regard, the formation of reflective, communicative, professional, linguistic, pragmatic and intercultural communicative competencies of translators in consecutive translation, analysis of translation practice, expansion of terminology, identification of lexical, technical, psychological difficulties, as well as bilingualism, multilingualism, connotation. Priority is given to the development of interference, equivalence, convergence, analysis (imagination) and synthesis (speech), the formation of interlanguage and intercultural communication, as well as the improvement of genre and psycholinguistic characteristics of research.

### MATERIALS AND METHODS

The problems of studying translation and teaching translation in Uzbekistan were dealt with I. Gafurov, J. Sharipov, N. Kambarov, G. Salomov, O. Muminov, E. Muratova, K. Musaev, I. Tukhtasinov, U. Yuldashev, G. Irmukhamedova and others scientists G. Bakieva, L. Akhmedova, M. Dzhusupov, D. Dzhumanova, D. Khashimova, M. Iriskulov, E. Erkaev, M. Nazarova, F. Abdullaeva, N. Babaniyazova and other scientists conducted research in the field of methods of teaching foreign languages. The preparation of future translators in the CIS countries was studied by such scientists as E. Alikina, N. Gavrilenko, A. Grebenshchikova, L. Barkhudarov, V. Safonova, O. Maksyutin, I. Alekseeva, S. Gural, B. Komissarov, J. Catford, E. Naida, J.

Richards, K. Brinklech, S. Colina, D. Gilles were engaged in teaching methods of consecutive translation in European countries.

Experimental verification was carried out during 2017-2019 on the basis of the Uzbek State University of World Languages (99 informants), Samarkand State Institute of Foreign Languages (84 informants), Karakalpak State University named after I. Berdakh (39 informants) in groups of students studying in the specialty 5120200 - Theory and practice of translation with Russian and Uzbek languages of instruction. The experiment was attended by 249 people: 222 students (participants in the experimental and control groups), as well as 27 teachers of the above higher educational institutions engaged in professional training of students within the framework of the course of language training - the discipline "Theory and Practice of Translation", namely in the direction - consecutive translation (CT).

The experiment involved four stages: preliminary, ascertaining, experimental learning, and post-experimental stage. Each stage, in turn, included separate stages, the number of which is determined by the purpose of each specific stage and the nature of the target audience.

The first stage - preparatory (search) (2017) - at this stage, we studied and analyzed the scientific literature on the research topic in order to obtain information about the patterns and problems existing in the field of interpretation in general and in the field of interpretation in particular. Also, the purpose of the stage was to obtain data on the difficulties faced by specialists-teachers of practical translation, and on translation mistakes that students make when teaching CT, in order to ensure the organization of subsequent experimental training. On the basis of this, on the one hand, the most complete and reliable picture of the difficulties arising in the educational process should be created, on the other hand, the groups of participants in the experiment should be determined.

The preparatory stage included the following stages: 1) a survey of teachers engaged in professional training of students studying in the specialty "Theory and Practice of Translation"; 2) conducting a survey among senior students of piloted higher educational institutions; 3) selection of a group of subjects and selection of a method for quantitative processing of experimental results.

*In the first stage* interviews were carried out with the teachers providing the CT training course. When conducting a survey of teachers, their work experience was taken into account, as well as their personal views on teaching CT. In the course of the conversation, the teachers were asked to indicate the difficulties that the students face in the process of performing the CT. The results obtained indicated the following:

- the interviewed teachers consider CT to be an independent discipline;
- teachers explain to students the difference between the types of translation;
- teachers seldom practice CT on their own.

As part of the second stage of the first stage, 222 senior students of the faculties "Theory and practice of translation" (2017-2018) were interviewed, who are studying in three higher educational institutions of the republic - KarSU named after Berdakh, SamSIFL, UZSWLU. The respondents were asked to answer the questions of the questionnaire we developed (see Appendix 1).

Based on the results of the first and second stages of the considered stage of the experiment, problems were identified in the training of student translators in connection with the formation of their translation competence. These problems are caused, on the one hand, by the quality of the formed skills and abilities of oral speech activity, both in a foreign and in the native language, in the process of performing the CT, and on the other hand, they are associated with the inability to select words and expressions in accordance with the style of the original in the process of performing CT, as well as with a lack of development of psychophysiological indicators (stress resistance, loudness and clarity of speech, good memory, clear perception of speech by ear).

The third stage, completing the first stage, consisted in the settlement of a number of organizational issues, as a result of which it was decided: 1) to conduct experimental training in the VI and VIII semesters on the 3rd and 4th year, respectively; 2) determine the experimental (110 people) and control groups (112 people); 3) to clarify the methods by which it was supposed to carry out quantitative and qualitative processing of the experimental results.

*The second stage of experimental verification* is ascertaining. Its purpose is to identify the initial level of translation training required for the formation of translation competence, as well as the motivation and reflection of students in relation to translation activities. During the ascertaining stage, the following tasks were solved: 1) to identify the nature and number of errors associated with the violation of the criteria for an ideal oral text in the native and English languages, as well as errors that are made by students studying in the specialty "Theory and Practice of Translation" in the process of translation from native English and vice versa; 2) to identify the observance of which normative criteria of the text is the most difficult for students when translating from a foreign language into their native language and vice versa; 3) identify errors typical for each student and for the

group as a whole; 4) identify the presence of motivation to perform translation activities, the degree of formation of correction and reflection skills about their own translations as important prerequisites for the formation of psychophysiological skills and the ability to work in real conditions of translation.

*At the second stage*, a diagnostic research was carried out among 3-4 year students of piloted higher educational institutions. In general, the results obtained confirmed our assumption about the need to design and develop appropriate guidelines. To create a more complete picture of the existing difficulties, the work of students performed during the diagnostic section, which was written and oral testing, was analyzed, which was the content of the third stage of the first stage of the experiment. The results of the diagnostic cut are presented in section 3 of Chapter 2. Students were asked to complete 15 written tasks, consisting of theoretical questions, and tasks for the translation of stable phrases; also 5 tasks in oral form, which are microtexts for oral translation into English and into the native language. A complete list of tasks is presented in Appendices 3 and 4.

*The third stage is experimental search* (2017-2018, 2018-2019 academic years). Experimental training was carried out on 3-4 courses of bachelor's degree at piloted higher educational institutions in the VI and VIII semesters, respectively, and was intended to test the effectiveness of the teaching methodology of CT in the teaching consecutive translation under realistic conditions. To achieve the above goal, the following tasks were supposed to be solved:

- 1) check the effectiveness of the results of the teaching consecutive translation under realistic conditions (TCTURC: compliance with the pedagogical and methodological principles inherent in teaching CT, taking into account the specifics of the academic discipline "Theory and Practice of Translation" and the correspondence of the selected minimum information to the goals of the methodology, as well as the appropriateness of the system-block structure of the content of this methodology;

- 2) determine the possibilities of developing the motivation necessary to create a communicatively consistent text of interpretation;

- 3) to determine the possibilities of the formation of translation competence of students studying in the specialty "Theory and practice of translation", through the formation of psychophysiological skills and the ability to translate consistently in real conditions of translation.

*The fourth stage - post-experimental (final)* - included the analysis of the obtained results of the training experiment on approbation of the teaching methodology of TCTURC and drawing up methodological recommendations.

The purpose of the experimental test is to reveal the effectiveness of the teaching methodology for teaching CT, designed on the basis of the competence-based approach, in conditions close to real ones, as an important pedagogical condition for the formation of translation competence of students studying in the specialty "Theory and Practice of Translation" To achieve this goal, the following tasks were identified:

- 1) to identify the degree of compliance of the selected content and the developed structure of the methodology with the requirements of the state program for the training of translators in general, taking into account the specifics of the discipline "Translation", in particular;

- 2) guided by the criterion of the communicative consistency of translation texts from a foreign language into a native language and vice versa, to identify the possibilities of the formation of translation competence;

- 3) to determine the parameters by which it can be concluded that the teaching methodology of the TCTURC plays the role of a pedagogical condition for the formation of translation competence of students in the course of language training at a language university. The main material for the experimental verification was the set of exercises developed by us, described in detail in the second chapter of the study.

## **RESULTS**

In the course of the experimental test, the following methods were used: questioning, conversations, pedagogical observation, analysis, systematization and interpretation of the obtained experimental data, elements of statistical data processing.

27 teachers and 222 students of the aforementioned higher educational institutions took part in the learning experiment, of which 112 students were in the control groups (CG) and 110 students were in the experimental groups (EG). We have identified two control and two experimental groups among students-translators of 3-4 years of higher educational institutions studying under the program "Theory and Practice of Translation" in each piloted university. The instructors involved in the experiment were instructed. Also, in order to obtain objective results of the ascertaining section, psychological preparation of students was carried out - the students participating in the experiment were asked to work individually and try to answer the proposed tasks as honestly as possible.

In the process of experimental training, we identified variable and non-variable values. Variable experimental conditions: exercise material; a set of exercises designed specifically for the implementation of the

teaching methodology of CT in the TCTURC. Non-variable conditions of the experiment: subject, participants of the experiment - students studying in the specialty "Theory and Practice of Translation" at 3-4 courses of piloted universities (see Table 3.1.1).

**Table 3.1.1**  
**Experimental conditions**

Non-variable conditions	
Control group	Experimental group
1 Training in English and native languages.	1. Training in English and native languages.
2. Composition of students in the group.	2. Composition of students in the group.
3. Bilingualism.	3. Bilingualism.
4. The same teacher.	4. The same teacher.
5. The same audience.	5. The same audience.
Variable conditions	
1. Organization of training using the traditional approach.	1. Organization of training using a competency-based approach.
2. Organization of training without taking into account the psycholinguistic characteristics of the CT.	2. Organization of training, taking into account the psycholinguistic characteristics of the CT.
3. Training without the use of exercises for the development of psychophysiological skills.	3. Training with the help of using exercises to develop psychophysiological skills.
4. Learning without using the teaching method in conditions close to real ones.	4. Learning with the help of using the teaching method in conditions close to real ones.

In the control groups, the training was carried out in the traditional way, in the experimental ones - in accordance with the developed methodology, the essence of which was the use of a specially developed set of exercises and training tasks, providing for the development of psychophysiological skills, as well as training in TCTURC. In addition, methods and techniques were used that correspond to each phase of the teaching technology of CT in the TCTURC, and applied to improve CT skills and develop translation competence.

The developed *training tasks*, as well as *exercises* for the training experiment, were introduced into the training process in stages in accordance with the program. The training experiment was carried out during the second half of the year, i.e. in the VI and VIII semesters. The number of hours did not exceed the norm stipulated by the program and curriculum.

Experimental training was carried out using authentic texts in English and native languages, containing stable expressions from different spheres of life, which may be affected during the work of a consecutive interpreter. Also, exercises for training memory and the development of psychophysiological skills were used, such as exercises for visualization and creation of mental images.

The content of the methodology for improving the foreign language lexical competence of 3-4<sup>th</sup> year student translators is represented by three main components of the training content: linguodidactic, psychophysiological methodological.

Used linguodidactic principles based on a practical approach to teaching: 1) the principle of the connection between theory and practice; 2) the principle of consistency, systematicity; 4) the principle of the students' activity; 5) the principle of the strength of the assimilation of knowledge; 6) the principle of linking training with practice; 7) the principle of visibility; 8) the principle of interactivity. Methodological principles were also used: the principle of the oral basis of teaching, the principle of taking into account the native language, the principle of complexity, the principle of communicative orientation; the principle of complex motivation.

In the course of the training experiment, an innovative method of teaching consecutive translation was used in conditions close to real ones (see Table 3.1.2).

**Table 3.1.2**  
**Methodology for teaching consecutive translation in close to real conditions**

<b>Purpose:</b> the formation of psychophysiological skills (confidence, stress resistance, voice training, etc.) + the willingness of students to work in real conditions of translation.
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□  
**Tasks:** 1) the ability to make the most accurate OCT; 2) preservation of precision data at OCT; 3) development of public speaking skills - psychological preparation; 4) fully mastering forecasting skills; 5) the ability to divide complex sentences into simple ones; 6) overcoming untranslatable; 7) an increase in the stock of stable template phrases; 8) replenishment of the level of background knowledge.

□

<b>TRAINING CONTENT</b>		
<i>Linguodidactic component</i>	<i>Psychophysiological component</i>	<i>Methodological component</i>
1) possession of methods of achieving equivalence in translation; 2) the ability to apply basic translation techniques; 3) the ability to carry out oral consecutive translation in compliance with the norms of lexical equivalence, grammatical, syntactic and stylistic norms of the translated text and the temporal characteristics of the source text.	1) training of attention (selectivity, volume, concentration, stability and switching); 2) auditory semantic single perception; 3) probabilistic forecasting; 4) memory; 5) staging voice and speech; 6) stress resistance; 7) the ability to speak in public.	1) possession of the system of shortened interpreter's cursive writing when performing consecutive interpreting; 2) possession of the ethics of interpretation; 3) possession of international etiquette and rules of conduct for an interpreter in various situations of interpretation; 4) awareness in various spheres of human employment (stock of background knowledge).

□  
**Approaches:** competence-based, communication-activity, personality-oriented.

□  
**PRINCIPLES:**  
Linguodidactic: the principle of connection between theory and practice; the principle of consistency, systematicity; the principle of student activity; the principle of the strength of the assimilation of knowledge; the principle of linking training with practice; the principle of visibility; the principle of interactivity;  
Methodological: the principle of the oral foundation of teaching, the principle of taking into account the native language, the principle of complexity, the principle of communicative orientation; the principle of complex motivation.

□  
**Result:** the formation of the competence of a consecutive interpreter, which presupposes the readiness of the translator to work in real conditions.

Thus, the experimental training, carried out in 4 stages, made it possible to check the effectiveness of the methodology developed by us. The next section presents a qualitative and quantitative analysis of the results of experimental learning.

After the experimental training, a post-experimental check (final section) was carried out to summarize and determine the level of formation of psychophysiological skills (stress resistance, loudness and clarity of speech, good memory, clear perception of speech by ear) and the necessary competencies of a consecutive interpreter within the framework of our study. The task parameters for the post-experimental slice were similar to those used for the ascertaining slice. Oral assignments differed in supplemented content and were changed in accordance with the requirements of the teaching technology of the CT in the TCTURC, i.e. conducted under circumstances similar to the actual terms of the transfer.

The main objectives of the post-experimental slice included the following:

1) comparison of the results of the experimental groups, where the classes were accompanied by the author's method of teaching consecutive translation in conditions close to real ones, with the results of the control groups, in which the classes were conducted according to the traditional teaching method;

2) identification of the formation of psychophysiological skills and abilities, as well as the level of proficiency in translation competencies of 3-4<sup>th</sup> year students-translators who study consecutive translation.

3-4<sup>th</sup> year students were offered tests with similar tasks to check the results separately for each course. The results of the post-experimental section were checked in accordance with the assessment parameters given in Appendix # 3 for 3 courses and Appendix # 4 for 4 courses (see Appendices 3 and 4).

Here are the results of the post-experimental final section on the tasks: the numerical data in the pivot table are shown in percentages in Tables 3.2.1 and 3.2.2. The student's success rate for each individual criterion is revealed according to the formula described in paragraph 2 of the second chapter.

**Summary tables of Post-Experimental Determining section**

**Table 3.2.1**

**3<sup>rd</sup> course**

№	Parameters	Experimental group (55 students)				Control group (56 students)			
		Correct		Wrong		Correct		Wrong	
		st.	%	st.	%	st.	%	st.	%
<b>Section A - theoretical assignment</b>									
1	Knowledge of translation transformation "antonymic translation"	38	69,1%	17	30,9%	37	66,1%	19	33,9%
2	Knowledge of translation theory + lexical competence	33	60%	22	40%	20	35,7%	36	64,3%
3	Knowledge of translation transformation "descriptive translation"	39	70,9%	16	29,1%	35	62, %	21	37,5%
4	Knowledge of translation transformation "addition"	35	63,6%	20	36,4%	32	57,1%5	24	42,9%
<b>Section A total</b>		145	66%	75	34%	124	55,4%	100	44,5%
<b>Section B - Determining the Right Type of Translation Transformation Mastering translation skills using translation transformations</b>									
5	Knowledge of "Descriptive translation" Technique	27	49,1%	28	50,9%	27	48,2%	29	51,8%
6	Knowledge of "antonymic translation" technique	26	47,3%	29	52,7%	24	42,9%	32	57,1%
7	Knowledge of "generalization" technique	32	58,2%	23	41,8%	23	41%	33	59%
8	Knowledge of "replacement" technique	31	56,4%	24	43,6%	26	46,4%	30	53,6%
9	Knowledge of "uniting" technique	25	45,5%	30	54,5%	22	39,3%	34	60,7%
10	Knowledge of "addition" technique	26	47,3%	29	52,7%	21	37,5%	35	62,5%
11	Knowledge of "replacement" technique	23	41,8%	32	58,2%	19	33,9%	37	66,1%
<b>Section B total</b>		190	49,3%	195	50,7%	162	41,3%	230	58,7%

<b>Section C- at the level of knowledge of the essential vocabulary Knowledge of vocabulary, namely stable phrases (from different fields)</b>									
<b>12</b>	Social sphere	36	65,5%	19	34,5%	28	50%	28	50%
<b>13</b>	Politics	32	58,2%	23	41,8%	25	44,6%	31	55,4%
<b>14</b>	Household vocabulary	41	74,5%	14	25,5%	42	75%	14	25%
<b>15</b>	Economy	34	61,8%	21	38,2%	26	46,4%	30	53,6%
	<b>Section C total</b>	143	65%	77	35%	121	54%	103	46%
<b>Section D - oral assignment (ability to translate consecutively)</b>									
<b>16</b>	The ability to translate consecutively, taking into account the memorization of the maximum amount of precision information	30	54,5%	25	45,5%	24	42,9%	32	57,1%
<b>17</b>		29	52,7%	26	47,3%	25	44,6%	31	55,4%
<b>18</b>		30	54,5%	25	45,5%	23	41%	33	59%
<b>19</b>		26	47,3%	29	52,7%	22	39,3%	34	60,7%
<b>20</b>		26	47,3%	29	52,7%	20	35,7%	36	64,3%
	<b>Section D total</b>	141	51%	134	49%	114	40,7%	166	59,3%

**Table 3.2.2**  
4<sup>th</sup> course

№	Parameters	Experimental group				Control group			
		Correct		Wrong		Correct		Wrong	
		st.	%	st.	%	st.	%	st.	%
	<b>Section A - theoretical assignment</b>								
<b>1</b>	Knowledge of translation theory - the concept of "double-sided translation"	30	54,5%	25	45,5%	27	48,2%	29	51,8%
<b>2</b>	Knowledge of translation transformation "generalization"	28	50,9%	27	49,1%	26	46,4%	30	53,6%
<b>3</b>	Knowledge of the "tracing" technique	38	69,1%	17	30,9%	26	46,4%	30	53,6%
<b>4</b>	Knowledge of translation theory - the concept of "realia"	45	81,8%	10	18,2%	40	71,4%	16	28,6%
	<b>Section A total</b>	141	64,1%	79	35,9%	119	53,1%	105	46,9%
	<b>Section B - Determining the Right Type of Translation Transformation</b>								
<b>5</b>	Knowledge of "antonymic translation" technique	44	80%	11	20%	39	69,6%	17	30,4%
<b>6</b>	Knowledge of the "concretization" technique	30	54,5%	25	45,5%	20	35,7%	36	64,3%
<b>7</b>	Knowledge of "Descriptive" Technique	46	83,6%	9	16,4%	46	82,1%	10	17,9%
<b>8</b>	Knowledge of the "transposition" technique	28	50,9%	27	49,1%	25	44,6%	31	55,4%
<b>9</b>	Knowledge of "replacement" technique	30	54,5%	25	45,5%	23	41,1%	33	58,9%

10	Knowledge of the "concretization" technique	31	56,4%	24	43,6%	27	48,2%	29	51,8%
	<b>Section D total</b>	209	63,3%	121	36,7%	180	53,6%	156	46,4%
<b>Section C - the ability to choose the correct translation of polysemantic words</b>									
11	Power, n. a) держава, государство, b) сила, мощь, c) власть, могущество, d) энергия, e) (мн.ч.) полномочия	31	56,4%	24	43,6%	21	37,5%	35	62,5%
12	Branch, n. a) ветвь, ветка, b) отрасль, область, c) филиал, отделение, d) линия родства	30	54,5%	25	45,5%	28	50%	28	50%
13	Capacity, n. a) способность, b) мощь, c) грузоподъемность, d) вместимость	28	50,9%	27	49,1%	24	42,9%	32	57,1%
14	Duty, n. a) дежурство, служебные обязанности, b) долг, c) обязанности, d) пошлина, гербовый сбор	32	58,2%	23	41,8%	30	53,6%	26	46,4%
15	Point, n. a) точка, b) смысл, c) пункт, момент, вопрос, d) кончик, острие	29	52,7%	26	47,3%	19	33,9%	37	66,1%
	<b>Section C total</b>	150	54,5%	125	45,5%	122	43,6%	158	56,4%
<b>Section D - oral assignment</b>									
16	The ability to translate consistently, taking into account the memorization of precision information	28	50,9%	27	49,1%	27	48,2%	29	51,8%
17		30	54,5%	25	45,5%	25	44,6%	31	55,4%
18		29	52,7%	26	47,3%	21	37,5%	35	62,5%
19		28	50,9%	27	49,1%	23	41,1%	33	58,9%
20		28	50,9%	27	49,1%	20	35,7%	36	64,3%
	<b>Section D total</b>	143	52%	132	48%	116	41,4%	164	58,6%

**Summary tables of indicators in% of the level of competence formation of 3-4<sup>th</sup> year students studying the theory and practice of translation in the experimental and control groups, obtained during the pre-experimental and post-experimental section**

**Table 3.2.3**

**3<sup>rd</sup> course**

Section	Pre-experiment				Post-experiment							
	The total number of students – 111				EG (55 st.)				CG (56 st.)			
Answer Number	Correct		Wrong		Correct		Wrong		Correct		Wrong	
	st.	%	st.	%	st.	%	st.	%	st.	%	st.	%
K×S	111×4 = 444				55×4 = 220				56×4 = 224			
A	242	54,5%	202	45,5%	145	66%	75	34%	124	55,4%	100	44,6%
K×S	111×7 = 777				55×7 = 385				56×7 = 392			
B	282	36,3%	495	63,7%	190	49,3%	195	50,7%	162	41,3%	230	58,7%



K×S	111×4 = 444				55×4 = 220				56×4 = 224			
C	225	50,7%	219	49,3%	143	65%	77	35%	121	54%	103	46%
K×S	111×5 = 555				55×5 = 275				56×5 = 280			
D	208	37,5%	347	62,5%	141	51,3%	134	48,7%	114	40,7%	166	59,3%

**Table 3.2.4**

**4<sup>th</sup> course**

Section	Pre-experiment				Post-experiment							
	The total number of students – 111				EG (55 st.)				CG (56 st.)			
Answer	Correct		Wrong		Answer		Correct		Wrong		Answer	
Number	st.	%	Number	st.	%	Number	st.	%	Number	st.	%	Number
K×S	111×4 = 444				55×4 = 220				56×4 = 224			
A	230	51,8%	214	48,2%	141	64,1%	79	35,9%	119	53,1%	105	46,9%
K×S	111×6 = 666				55×6 = 330				56×6 = 336			
B	340	51%	326	49%	209	63,3%	121	36,7%	180	53,6%	156	46,4%
K×S	111×5 = 555				55×5 = 275				56×5 = 280			
C	230	41,4%	325	58,6%	150	54,5%	125	45,5%	122	43,6%	158	56,4%
K×S	111×5 = 555				55×5 = 275				56×5 = 280			
D	215	38,7%	340	61,3%	143	52%	132	48%	116	41,4%	164	58,6%

Analysis of the data obtained as a result of the post-experimental part showed the following:

- for 3rd year students: the increase in section A was 11.5% (54.5% → 66%), section B - 13% (36.3→49.3%), section C - 14.3% (50 , 7% →65%), section D - 13.8% (37.5% → 51%);
- for 4th year students: the increase in section A was 12.3% (51.8% →64.1%), section B - 12.3% (51% →63.3%), section C - 13.1 % (41.4% → 54.5%), section D - 13.3% (38.7% → 52%).

A significant increase in the success rates among students of the experimental groups in all sections indicates an improvement in knowledge and skills in the field of translation theory, translation transformations, and the necessary vocabulary of the English language. The most important evidence is the improvement of indicators in the section of oral tasks, since consecutive translation is directly related to speech activity. The students from the EG had a greater resistance to stress, had a clear speech, a sufficient volume of voice, which indicates the improvement of psychophysiological skills; saved the maximum possible amount of data and information contained in the source text, which is an indicator of improved memory performance.

A noticeable increase in the EG testifies to the effectiveness of the proposed teaching methodology for PP in the TCTURC. At the level of oral assignments, the increase in the 3rd and 4th years was 13.8% and 13.3%, respectively. Table 3.2.5 below shows the joint results of answers to oral assignments of 3rd and 4th year students.

**CONCLUSION**

1.From the point of view of linguodidactics, for the full implementation of CT, the development of competencies should occupy a special place in the structural part of the education system for the training of translators. Linguodidactic features of teaching consecutive translation include lexical-semantic, pragmatic, communicative, psychophysiological, socio-cultural, technical, as well as features of activity.

2. Psycholinguistic features of teaching consecutive two-way translation were described - it was revealed that in recent years interest in the psychological approach to translation as a whole has increased, and, as a result, there is a need to study the psycholinguistic aspect of consecutive translation.

3. The stages of the CT process are determined - the initial, key, transitional, synthesis stage, and the final one. The typology of difficulties experienced by the translator at each stage is presented.

4. It has been established that there is a typology of texts oriented towards translation. This typology is also applicable to CT - the types of texts are informative, expressive, operational. To use these texts in the learning process, the criteria for the selection of texts (lexical, grammatical and stylistic) of all types for teaching CDT were identified.

5. Based on the results of a qualitative analysis of the questionnaire survey and observation of the course of classes, it was found that teachers of piloted higher educational institutions, within the framework of CT classes, do not use the teaching method of consecutive translation in conditions close to real ones. Most teachers do not deviate from traditional teaching methods, relying heavily on the development of students' language skills.

6. The obtained quantitative data confirmed the effectiveness of teaching according to the proposed teaching methodology of CT in conditions close to real ones, through the use of a set of exercises and the development of competencies.

7. In the methodological recommendations developed by us for teachers of interpretation of language higher educational institutions, we propose a methodology aimed at improving the competence of a consecutive interpreter among students with the use of innovative educational technology for the development of psychophysiological skills, as an effective way to improve the quality of teaching CT, taking into account the identified typology of difficulties for students, and a system of developmental exercises.

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