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Макаревич Татьяна Ивановна

Белорусский государственный университет (Минск, Беларусь)

HEURISTIC TECHNIQUES IN NEW DIFFERENT DISTANCE AND CONFERENCE INTERPRETING MODES IN TRAINING INTERNATIONAL LAW UNDERGRADUATES

As the capital city of Minsk is more and more becoming a significant site for international fora, international sports events, business conferences and negotiations platform, international law (IL) undergraduates of the Faculty of International Relations, the Belarusian State University, as well as University teachers are more frequently involved into the process of different modes of translation and need to acquire the required competences for consecutive and simultaneous translation for them to be involved into the process of translation and interpreting [5].

IL undergraduates investigate in what ways the following new interpretation modes are applied today in the work of interpreters. The paper covers how heuristic elements in these modes of sight translation and interpreting can be implemented into the process of learning International Legal English at the Faculty of International Relations. It is very important to distinguish between

different modes of interpreting for IL undergraduates to know how to better handle with them in the future.

Today videoconference interpreting more and more gathers pace. In videoconference interpreting interpreters have a direct view of most participants at the conference, while select speakers are connected using video technology. Thus, IL undergraduates of the Faculty of International Relations are trained to participate in Jessop Moot Court and they need to know IL terminological aspect to the utmost. In their curricula IL undergraduates investigate the United Nations Organisation (the UNO) issues and many of them have visited the UNO headquarters.

In this respect, the IL undergraduates are aware of the traditional conference settings and the meetings held at the UNO, are familiar with the world of multilateral diplomacy, and the work of professional conference interpreters. At international conferences, including international organisations like the UNO, both conference interpreting and videoconference interpreting are performed. Conference interpreting and videoconference interpreting are organized in a true multilingual environment such as the UNO with its six working languages.

In the process of translation and interpreting heuristics are used as accessible, loosely applicable techniques to control problem solving as far as any process of translation and interpreting is considered to be one. One of heuristics is used in trial-and-error learning at International Legal ESP classes, where IL undergraduates are trained interpreting with heuristics «trial and failure» and «trial and practice» techniques [2]. Trial and practice heuristics are widely used in pair work, who role-play a speaker and an interpreter, and in a group of three students who role-play a speaker and an English-Russian interpreter and a Russian-English interpreter [4].

In practices training sight translation heuristic technique «guess and check» [2] is implemented for IL undergraduates to practice their sight translation skills. In class sight translation is usually performed either in a pair work or individually and publicly in front of the group. In many instances this heuristic technique «guess and check» are viewed in the manner of the sight translation representation as it is done off the cuff, without using a dictionary, with the help of a University teacher and the group. In the process of sight translation and interpreting it is very right to say that «expanding the boundaries of the person's individuality leads to the fact that the conventional unit of thinking has become not a thought but communication» [3, p. 65]. Sight translation and interpreting are viewed as very sophisticated ways of communication.

The latest study was carried out during the 2014 FIFA World Cup TM in Rio, held by a team of researchers at the University of Geneva's Faculty of Translation and Interpreting (FTI), Killian Seber, Director of Interpretation department at the FTI, in particular [1]. The given study shows, with over 400 multilingual press conferences, interviews and media briefings which took place over 12 cities it would have been very impracticable for interpreters to fly from venue to venue. Due to this, from a distance interpreting hub in Rio simultaneous interpreting was provided by a team of 31 professional conference interpreters [1].

In distance interpreting interpreters see distant speakers on a video screen but have no direct view of the participants of the event. In comparison,

videoconference interpreting is more frequent than distance interpreting or video remote interpreting at large international fora, especially sports events. This explains video remote interpreting is much more complex technically to organize for a country than videoconference interpreting. In this respect IL undergraduates of the Faculty of International Relations are to be aware of the work specifics in a hub-to-venue setup and home-to-venue setup, where every interpreter would work from a different location, as well as technical setup, traditional conference settings, direct human interaction with fellow colleagues which is the future working environment for those who will connect their future professional life with consecutive or simultaneous translation.

At our English classes in ESP for 4th and 3rd year International Law students at the Faculty of International relations we try to implement one of important elements of heuristic education, that is «the sphere of the reality as a fundamental educational object» which is viewed as common object of cognition for all the learners and which provides the students «with a personal result of their world cognition» which eventually leads to what is called as «an individual educational trajectory» [3, p. 68]. Heuristic sphere of the reality is present at the very process of consecutive translation or sight translation as far as the process of translation is always done in the context of:

first, immediate perception – audial (in case of consecutive translation) or visual (in case of sight translation) of the information from the text translated;

second, the very choice of translation techniques applied at this very moment and in this very text;

third, the right choice of the semantic meaning of the word in the given context;

fourth, at-present prognosis of the syntactic structure of the English sentence and correct rendering of it into Russian;

fifth, current awareness of the subject-matter of the IL professionally-related text content;

sixth, fluency of the target language (Russian or English).

This is, in general, how heuristic sphere of the reality matters in the real process of translation of interpreting.

In the same way, in the context of heuristic education there is a notion of ‘a dialogic «shade»’ [3, p. 68] which is seen as «putting questions by the learners to the outside educational environment at each stage of their educational activities: at the stage of setting the goals, choosing forms and methods» [3, p. 68]. Thus, 4th and 3rd year International Law students at the Faculty of International relations are oriented to generate knowledge together with the idea to gain experience by learners from the inside and from each other. We have understanding that heuristic dialogue helps the students with the implementation of outside social experience and, with its help, creation of their own educational content on its basis. In this respect, in the process of teaching translation or interpreting, heuristic dialogue is among basic forms of organizing the process of translation in pair work or in group work. In class different assignments are made and organized in such a way that in the process of translation training students can pose questions in the educational environment at each stage of their educational translation and interpreting activities. In this way, we can say, in person-oriented type of learning translation and interpret-

ing, «the teaching materials do not perform the role of the «heritage» the student acquires» [3, p. 69]. With the help of these assignments, the environment makes it possible for the students to create their own educational content in the form of their own creative products as far as translation is always a new creative product on its own [4].

To conclude with, at the Faculty, at ESP classes, International Legal English in particular, undergraduates are trained different aspects related to team work for them to be able to consult team members in real life interpretation process [5]. As far as videoconference interpreting requires specific skills we train IL undergraduates to work with auditory and visual information in an ordinary conference environment as visual information plays a crucial role in interpreting. As future IL specialists IL undergraduates of the Faculty of International Relations are aware of ISO standards in translation and interpreting. I would like to say that one of the characterizing features of translation and interpretation curriculum is the research-based approach. University teachers are to use empirical data on different interpreting models and cognitive implications.

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Моисеева Наталья Александровна

Белорусский государственный университет (Минск, Беларусь)

НАГЛЯДНОЕ МОДЕЛИРОВАНИЕ КАК ПРОЦЕСС ФОРМИРОВАНИЯ ВИЗУАЛЬНОГО МЫШЛЕНИЯ

В условиях информационного общества наиболее перспективно сочетание традиционных и интерактивных форм, методов и средств обучения, поскольку такое сочетание позволяет эффективно реализовывать основные функции обучения, такие как обучающая, развивающая и прикладная, в их взаимосвязи, что повышает мотивацию учения и уровень обученности обучающихся.