MEMORY TRAINING FOR DEVELOPING INTERPRETER'S TRANSLATION SKILLS

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Abstract. This paper discusses memory training in interpreting which is of utmost importance for any professional interpreter. In communication dealing with translation and interpretation the process of perceiving and sharing information is much more difficult than in one language. The interpreter becomes the mediator of the communicative act. At the same time, they are not active participants in the interaction. Moreover, they are known for their objectivity and impartiality. They are supposed not to take part in the so-called discussions. Generally speaking, interpreting involves a high level of neutrality and detachment.

One of the greatest challenges that interpreters and translators face is the accurate delivery of the message. It is not just the process of transforming the source language into the target language it goes even deeper. The case becomes more complicated when interpreting and translation are carried out between different cultural environments. Cultural differences can be challenging for impartial interpreting. In both translation and interpretation, the main focus must be on the message itself and any personal feelings must be left out of the deliverance. For this reason, a well-trained memory becomes a must for the translator or the interpreter to possess. Several memory training tasks are demonstrated in this article which are very productive and efficient tools for any interpreter.

Key words: translation, interpreting, operative memory, mnemonics, switching.

Introduction

Currently, many different definitions of translation are known. The French translator and translation theorist E. Cari explains the alteration in the definitions of translation as follows: "The concept of translation is, in fact, very complex, and not only because in our time it has acquired such amazing diversity, but also because it changed continuously over the centuries.' (Cary, 1986: 81). The word ''translation'' itself is polysemantic and, it refers to two different concepts: translation as a kind of intellectual activity, i.e. a process, and translation as a result of this process, a product of activity, in other words, a speech work created by a translator.

"The translator's task is to convey the content of the original text holistically and accurately by means of another language, preserving its stylistic and expressive features. Unlike a retelling, a translation must convey not only what is expressed in the original, but also the way it is expressed in it. This requirement applies both to the entire translation of the text as a whole, and to its individual parts" (Рецкер, 1974: 7).

A translator is at least a bilingual person addressing two cultures simultaneously, sometimes "the servant of two masters," but if we are talking about two cultures that the translator serves, then there is nothing offensive in such a definition (Гарбовский, 2007). J. Moonen defined translation as a special case of bilingualism. During the translation process, both languages are present in the act of speech and function simultaneously. The translator, in the process of translation, resembles a character from the

old French-Italian film "The Law is the Law," with his right foot in one country and his left in another (Гарбовский, 2007).

In a communicative act with translation, everything is much more complicated than in ordinary communication in one language. Many components of the communicative act are doubled. The central figure of this act of communication-the interpreter-constantly changes their roles, becoming either the recipient of speech or the sender, and the form of the message changes. The translation process is defined as a process of interlingual transformation.

V. Larbaud believes that "a true translator certainly combines the most valuable and rare human qualities: self-denial and patience, scrupulous honesty and intelligence, extensive knowledge and a rich and agile memory." (Larbaud, 1946)

N.K Garbovskij rightly asserts, if a person who has seriously decided to engage in translation lacks any of these qualities, they can be developed in the process of learning to translate. In order to master all the intricacies of the difficult business of translation, to become a real master, we must first of all become familiar with what our predecessors have been doing for at least two thousand years, i.e. that period about which at least some evidence has been preserved in the history of translation. The experience of predecessors allows us, first of all, to see the inextricable connection of translation activity with the entire life of society, the place and role of translation in the development of civilization. A study of the experience of past translators shows that many of the modern problems of translation theory have been raised repeatedly throughout the history of this activity, without receiving a final resolution. Mastering this experience protects against repeating false steps that sometimes even outstanding masters of their craft took in search of solutions to the most difficult problems of restating meanings contained in the signs of another language. An interpreter looks for a similarity in a sea of diversity, a similarity that can be perceived by a person of a different culture, a different language, a different historical era. Numerous techniques and operations that the translator resorts to establish such a similarity together, constitute a translation methodology, the mastery of which is necessary even for an exceptionally talented person who has a keen sense of all the smallest nuances of meanings, and situations. "A translation methodology can be developed, it can be taught, just as a naturally talented composer can be taught musical notation, a talented painter can be taught painting techniques, etc". (Гарбовский, 2007: 14).

Methods

In this study the following methods are implemented: qualitative and quantitative research analysis, as well as the method of comparative study.

Discussion

TASKS FOR DEVELOPING MEMORY SKILLS

For the interpreter, without doubt, the operative memory is of great significance since it is an ability to keep in mind big extracts of a text or material till the moment of reproducing it in another language. There are many memory techniques interpreters can use to improve their memory skills. Some of these techniques include repetition, mnemonics, visualization, chunking, and association. Visualizing the information can help you remember it more easily. Chunking is a technique of breaking down large amounts of information into smaller, more memorable and understandable chunks. Association is a technique of connecting new information with existing knowledge. This article dwells upon mnemonics and repetition as highly effective memory training techniques. The use of mnemonics to store information is believed to go back to the ancient ages, as the ancient art of memory. Mnemonic exercises and repetition drills help enlarge the operative memory which is something that can be trained and practiced.

Very often interpreters have to remember a wide range of information - numbers, dates, names, titles - which cannot be restored from the context. The information needs a quick and exact interpretation into the target language. That is why great attention should be paid to logical memory organization and associative memory, as well as the memory not based on logic and the non-associative one. The interpreter is expected to switch quickly form one language to another one both perceiving on the one hand and producing on the other hand, i.e., encoding and decoding information

while dealing with the source language and the target language. Several exercises presented below are essential for memory development and improvement and they definitely create a crucial base for simultaneous or consecutive translation. We can start with simple and easy repetition drills and go ahead with more difficult ones for memory training. There is a very important key point here to be taken into account – every task must be implemented without anything written or without note-taking.

➢ The task put forth first deals with numbers, rows of numbers and logical operations.

• Rows of numbers are read in the source language and correspondingly repeated after the reader without breaking the sequence and the same training is carried out in the target language. This drill begins with one- or two-digit numbers. The rows might be added according to training time or some other factors:

1.	0	7	9	3
2.	11	2	5	1
3.	2	4	3	7
4.	5	8	1	3
5.	12	7	0	10

• The task becomes more complicated by practicing two-digit numbers only or two- or three-digit numbers or mixed ones:

1.	13	30	19	31	1.	8	75	14	28
2.	11	25	52	44	2.	62	30	222	40
3.	22	46	17	71	3.	18	24	9	111
4.	54	25	11	34	4.	25	455	300	16
5.	12	19	69	99	5.	0	50	500	15

As to the English the following is to be highlighted while practicing this memory improving technique with numbers: the attention must be concentrated on the pronunciation of the numerals ending in *-teen* and *-ty*.

• The next stage can be performed in even a more complicated variant than the previous one. The rows of numbers are read in the source language and correspondingly repeated by:

    a.   adding 1:
    b.   subtracting 1;
    c.   adding 10;
    d.   subtracting 10, etc.

After training the rows of numbers in the source language the technique of switching is implemented. The first number is read in the source language, the second in the target language, the third in the source language again, the next in the target one and so forth. After several trainings the numbers should be read without pauses and at a high speed. The more the rows of numbers are trained the faster the tempo is. The tasks are done until the pace is super-fast. It can be achieved by hard everyday training.

When the training with numbers is achieved in a sufficient and reasonable way, it is time to pass to the words. Repetition drills are carried out in the same way as with numbers, however this time the target tools are the words.

➢ The next tasks comprise words, rows of words with numbers and logical operations connected to words.

• Rows of words in different categories are read in the source language and correspondingly repeated after the reader without breaking the sequence and the same training is carried out in the target language. The rows might start with simpler, shorter and more frequently used words (as in A) and then they may be constructed with longer and more difficult words (as in B):

A) 1. sofa   chair   table   lamp
    2. paper   book   pen   pencil
    3. apple   orange   banana   pineapple
    4. cabbage carrot   potato   lettuce
    5. math   physics   biology   English

B) 1. abundant sufficient adequate   ample
    2. adorable   enchanting delightful appealing

3. breathtaking magnificent   awesome   impressive
4. scared   horrified   terrified   petrified
5. paparazzo   correspondent   journalist   columnist

- While carrying out the next task the rows of words are read and then repeated by pointing out the odd word in each row. The same task is done in the target language:
  1. rose   tulip   **birch**   daisy
  2. cat   **stork**   dog   pig
  3. **lamp**   living-room   kitchen   bathroom
  4. tiger   lion   **leopard**   mouse
  5. cook   **oven**   reporter   editor

- To make the task a little complicated the lines of words are repeated adding one word on the topic. The same task is done in the target language:
  1. seagull, swallow, dove, _____ (bluebird)
  2. fridge, oven, cupboards, _____ (coffee-maker)
  3. jeans, shoes, jacket, _____ (hat)
  4. car, plane, train, _____ (bus)
  5. magazine, television, newspaper, _____ (radio)

The repetition training of the lines of words in the source and target languages is followed by switching as in the case of numbers illustrated above.

- The lines of words are translated into the target language:
  1. pen   copy-book   ruler   eraser
  2. banana   cherry   strawberry   kiwi
  3. Canada   Japan   Brazil   Mexico
  4. flour   sugar   salt   coffee
  5. joy   sadness   anger   surprise

- The lines of words in are read in the source language and then repeated by adding one more word on the topic switching into the target language. The same exercise is carried out in the target language - the lines of words are read in the target language and then repeated by adding one more word on the topic switching into the source language:
  1. sparrow, nightingale, hawk, _____
  2. blue, red, green, _____
  3. mint, thyme, costmary, _____
  4. plate, spoon, knife, _____
  5. hammer, saw, axe, _____

Such preparatory training implemented with the numbers and words separately is followed by lines of word combinations consisting of both a numeral and a noun:

- The lines of word combinations are repeated in the source language. Then the same task is carried out in the target language. After several trainings in the source and target languages the drills are trained by switching into the target language, as well as into the source language:
  1. 11 carnations   25 tulips   17 roses
  2. 15 buses   62 cars   5 trains
  3. 254 days   54 weeks   99 months
  4. 44 doctors   122 teachers   19 journalists
  5. 22 cities   85 avenues   100 villages

Conclusion

For a translator or an interpreter, a sentence begun must be completed. They must be proficient in the source language, as well as in the target language. They must be able to turn the message from the source language into the target one without any additions, omissions or misleading factors that might alter the speaker message's intended meaning. Memory tools are helpful to learn or remember

information or to keep track of names, dates or any other essential information more easily. They also support in remembering things sequentially. Memory trained skills in interpreting could be acquired by effectively designed exercises. With a well-trained operative memory, interpreters are actually equipped with an effective tool for the encoding and decoding information. Mnemonic tools allow any interpreter to recall large amounts of information that would be incredibly difficult to remember.

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