

ADVANTAGES OF THE CASE METHOD AND PROJECT METHOD IN TEACHING
SIMULTANEOUS INTERPRETATION

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Abstract: This article is about advantages of Case method and Project method in teaching foreign languages. In this article author writes about simultaneous teaching process and how to use the methods during lessons. In this article history and enhancing of the translation methods also illustrated. Author of the article compare between English and Uzbek languages in translation.

Key words: Case method, Project method, simultaneous interpretation, interpreter's language skills, teaching methods and techniques.

The history of simultaneous translation is so old we may notice first examples of simultaneous interpreting in the in the recording of Ancient Egypt, Roman Empire and Ancient Greece. The creation of simultaneous interpreters was reason to solve communication problems. In the history the duty of interpreters was to translate speech of merchants or ambassadors of other countries. Developing good business and political relationship between countries improved roles of interpreters in society. The existence of interpreters and translator in administration, army, religion, commerce was written in documents of Ancient Greece and Roman Empire. Modern simultaneous translation was known at the beginning of 20 - century or during the Word War 1 and World War 2 political affairs of various countries needed translators during the congresses and they utilized effort of simultaneous interpreters. The official date birth of the translation is considered The Nuremberg Trials which was hold in 1945- 1946. The techniques of simultaneous translation earphones, microphones were used in it and the official languages of the trial were English, French, German and Russian.

Simultaneous interpretation is one of the most difficult types of translation. The main feature of simultaneous interpretation is the parallel perception of the speaker's speech and the generation of speech in the target language. Simultaneous translation is usage of two languages at the one time and in a short period. Most of the multinational meeting and conferences require works of simultaneous interpreters. There is no waiting time between the interpreting the receipt of simulation translation. Simulation translation is very principal work and it demands excellent language skills and mentally preparation skills. During the process interpreter cannot use dictionaries and without proficiency interpreters do not reach results. Huge mental stress and concentrate for a long time affect negatively healthy of translator and during the process the interpreter should not lose the focus any case misunderstanding may happen in the meeting. One of the problems in the process is interpreters may have to work with unknown themes or terms which he or she has never used them before. It also makes difficulties and stress in interpretation progress. The solution of the problem is interpreter needs more drilling and physiological preparation before the conference.

In 50's years of 20th century international federation of translation founded and it was referred as new science, till the time translation or interpretation was regarded as one part of other sciences and then began to development of interpretation and translation.

Methods and approaches play essential role in teaching simulations interpretation. Professional interpreter can translate orally and reach good results. Strategies of simultaneous



interpretation include applicable practical methods, various strategies which include define situation. Simultaneous interpretation is high efficiently and rapidly type of interpretation. So different kind of training models explore improve interpretation ability. The improvement of interpretation courses among interpreters, teaching quality methods of different countries universities accelerate quality of interpretation process. In simultaneous interpretation time limit plays essential role and they need language transformation speed, respond speed in oral field.

The simultaneous interpreters require more techniques and methods effectively which helps them in interpreting process. Usage of Case method techniques during the teaching period helps learners to work perfectly. Group activities can promote a constructivist learning environment that has the potential to create a learning community. Teaching Case methods has been shown to improve students' learning, increase student's perceptions of learning gains, and meet learning goals. Faculty have noted the teaching benefits of cases, including greater student engagement in learning, students' deeper understanding of concepts, stronger critical thinking skills, and the ability to make connections across content areas and look at a problem from multiple perspectives. With case-based learning, students do tasks about asking questions about the case, doing the problem solving, interacting with and learning from their peers, analyzing the case, and summarizing the case. When a result of the case's resemblance to a real-life scenario, group members should discover various answers, viewpoints, or ways of analysis as they converse with one another. To prepare materials for the method teacher of the class prepares different kind of materials, facts, and articles, key points of the issues, statistics and other information about the problem. The Case method is a widely used educational tool that puts students at the center of the learning process. The Case method exposes students to real-world situations that are relevant, intellectually and emotionally engaging, and highly interactive. This creates an inspiring learning environment that encourages everyone to share their opinions and viewpoints and to learn from each other. When students are presented with a case, they solve problems individually.

Advantages of the Case method in teaching simultaneous interpretation are;

1. Learners can use their second or foreign language individually;
2. Learn to think fast and clear, find statistics, facts about a theme.
3. During the course learners improve their language skills.
4. Learners' motivation for learning foreign languages is increased.

The use of such methods in the classroom will improve students' knowledge and skills in teaching simultaneous interpretation.

In Project method learners may increase communication skills, culture, the ability concisely and audibly formulates thoughts, be tolerant to the opinion of partners in communication and develops the ability to extract information from a variety of sources, to process it with the help of modern technologies. All these factors create language environment that - results in the appearance of the natural need to interact in a foreign language. Project-based learning does not contradict the traditional ways of learning. It helps students increase interests for new knowledge. Such kind of motivation - the desire to successfully develop theme of the project - is often stronger than the demands of parents and teachers to study hard in order to get excellent and good marks.

The project work can be used in individually or in group work. In the group future interpreters work together, they join and make a project in a group. Working in groups, the participants of the joint project should distribute the roles and realize that success depends on the contribution of each participant. In the Project work learners can use references books, find necessary information, interesting works, research sources, history of the matter, background information about the matter and links between problems. Moreover, Project-based learning



contributes to enhancing students' personal confidence, developing a "team spirit" and communication skills; providing a mechanism for critical thinking, the ability to find ways to solve problems and developing students' research skills. In Project method includes generalization, consolidation and revision of educational material, especially in the organization of its practical application.

Project-based learning actively influences the motivation of student. Project-based forms both improve the overall culture of communication and social behavior in general and give students the practical language skills. During using the method learners have to use a word in differently. Interpreter has to work with various kind of words during the interpretation progress. So that to know all meanings of a word is essential to express correct meaning of the translation. Sometimes there are different meaning of words which are not similar to each other. Interpreter hesitates to translate them. For example:

Word	Meaning 1	Meaning 2	Translation
Ax	A cutting tool that consists of heavy edged head attached to a handle	any of several musical instruments (such as a guitar or a saxophone)	1. bolta 2. musiqa asbobi
Bridge	A structure carrying a road, path	Music-related meaning: a passage linking two sections of a composition	1. ko`prik 2. kompozitsiyaning ikki qismini bog`lash
Flat	The flat part of something	one half-step below the same natural note in pitch.	1. Tekis qism 2. Musiqada tabiiy notadan yarim qism pastda
Crane	Name of bird	Instrument to lift something	1. turna 2. ko`tarma kran
Ship	Name of transport	To provide with a ship	1. Transport nomi 2. Kema bilan ta`minlamoq

In this example we may understand that polysemantic words in the speech is problem for interpreters. Interpreters may stop translation or have pauses during translation period if they do not have all meaning of words. In Project method future interpreters learn all meaning of a word. And they learn them in a group or individual. During the lesson's interpreters do several activities: collecting cards, pictures, making portfolio, to discuss problem- solving issues, analyze, observe the problems.

Advantages of Case Method and Project Method in teaching simultaneous interpretation assist future interpreters to develop their knowledge and psychological preparation in interpretation process.

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