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madaniyati haqida ko'proq ma'lumot olishga va tilda to'g'ri birliklardan foydalangan holda ravon so'zlashishga turtki bo'ladi. Bu esa, o'z o'rnida, ularning kelajakda shu xalq vakillari yoki shu tilda suhbatlasha oladigan

boshqa millat vakillari bilan xalqaro arenada erkin muloqotga kirisha olishini ta'minlaydi. An'anaviy – tarjima metodidan kommunikativ til o'qitish metodiga o'tishdan ko'zlangan asosiy maqsad ham shudir.

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## CONSECUTIVE INTERPRETING: REQUIRED SKILLS OF STUDENTS

The idea of consecutive interpreting is difficult to describe, yet it is likely the most extensively used kind of interpretation in human history. Liaison interpreting and conversation interpreting, as used in community-based or public-service contexts, also come up in conjunction with it. It is often related to the field of conference interpreting [1]. Consecutive interpreting is the standard style in the latter area, although it is becoming less and less common among international conference interpreters. Consecutive interpreting in international conference settings is now the exception, making up only about 5% of the days worked by members of the International Association of Conference Interpreters, whereas in the 1920s, the novel working mode was what sparked the emergence of conference interpreting as a profession [2].

While consecutive is the default mode in mediated face-to-face communication, research on consecutive interpreting as used in conference settings has focused on cognitive processing issues, quality, and in particular, interpreters' notes. Consecutive as the default mode is more frequently discussed with reference to issues like turn-taking, discursive alignment, and overall discourse management in interaction.

Over the course of human history, consecutive interpreting has been used the most, but it is used less and less at international conferences. Research focuses on quality, interpreters' notes, and cognitive processing problems.

Sequential interpreting covers a wide range of ideas, from "sentence by sentence" or "short consecutive" to "classic" consecutive with notes. The quantity of note-taking needed varies with the duration of the

utterances and the kind of information to be produced; hence, there is no clear-cut line that would distinguish one sort of sequential interpretation from the other. The important concerns that differ at each end of the conceptual spectrum of consecutive interpretation are cognitive processing of source language messages vs. interaction in mediating dialogic communication. Together with simultaneous and sequential, liaison or conversation interpreting is a third fundamental kind of interpretation.

Academics have not paid as much attention to successive interpreting as they have to interpret simultaneously, and when they have, they have mostly looked at note-taking techniques rather than the underlying cognitive problems. Even though this means that the first one needs to be looked at separately in this chapter, it is important to keep in mind that taking notes and cognitive processing are tied together in sequential interpretation.

Consecutive interpreting is essentially a two-step procedure that starts with understanding the source language's speech and ends with re-expression in a different language. Speaking and comprehending are both rooted at the conceptual level, more precisely in what has been referred to as "sense", as is underlined particularly by the triangle process model underpinning the theory of meaning [3].

This intermediate cognitive step, which is essential to the interpreting process, is explicitly included in several process models as "listening/understanding–memory–production". The components of the two primary processing phases, referred to as "listening" and "reformulation", as well as what Hella Kirchhoff called the consecutive interpreter's "parallel storage strategy"

– that is, cognitive storage in memory and material storage in notes – are reflected in Daniel Gile's effort model of consecutive interpreting.

This enables a closer examination of how memory (conceptual processing) and taking notes interact, which poses a unique challenge to the attention control of the interpreter.

Memory is unquestionably essential to sequential interpretation since the interpreter must keep what they have learned in mind until the re-expression stage. Memory is fundamental to every complicated cognitive process. Working memory and long-term memory are both used in this process; however, how they are used is yet unclear. Given the important role that memory plays in consecutive interpretation, it is surprising that cognitive psychologists have not done more research on the subject.

According to recent theories of "long-term working memory" (Ericsson and Kintsch, 1995), expert understanding is explained by retrieving long-term memory structures connected to short-term memory signals. Sylvie Lambert's (1983) depth-of-processing experiment in the manner of Gerver is one of the few psychological studies that investigate memory in sequential interpretations [4].

The majority of research and instructional publications fall towards the later end of the range, which is connected to "classic consecutive" in conference contexts. Many of these publications, incidentally, were created by writers from German-speaking nations. Contrarily, studies of consecutive interpretation in interactive discourse settings have focused more on it as a communicative action that is influenced by and in turn shapes the dynamics of cross-cultural encounters than as a processing method.

I make an effort to provide the most straightforward example of an English translation from Uzbek.

If the grammatical structures of the two languages are different, it is best to avoid using lengthy or verbose statements so that the speaker's thoughts may be easily understood.



We can only translate speech from a speaker of a source language into a very basic form and get accurate results.

Refinements and adjustments must not divert the interpreter's attention. Simply put, the interpreter must be aware that the meanings of all translated terms are secondary. He has to pay close attention to the speech's important points.

The results of the investigation show that translating from Uzbek to English has its own interesting quirks.

It is difficult to compare the Uzbek original and its English translation syntactically. To circumvent this issue, the syntactic structure might be rebuilt. The basic methods of translation include the reversal of word order in semantic groupings, transference or shifting of phrase components, micro-reviewing of speech, compression, and others. Uzbek and English do not have the same semantic word order.

Each sentence has a "theme", which often takes the syntactic form of the subject, and a "Reme", which explains what the theme does. The transference and shift of the topic "and reme" is the case for the sequential translation, while "reme" takes the syntactic formulation of the secondary components of the phrase.

When the sentences were looked at, it was found that the same parts of the Uzbek phrase in the English translation could become the subject. The translation for the interpreter is made simple by this kind of phrase restructuring. In this situation, English often employs the passive voice.

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