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**SPECIAL FEATURES OF AUDIO LISTENING  
FOR TEACHING BILATERAL CONSECUTIVE TRANSLATION  
IN A PAIR OF CHINESE AND RUSSIAN LANGUAGES**

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Special Features of Audio Listening for Teaching Bilateral Consecutive Translation in a Pair of Chinese and Russian Languages

This article highlights the specifics of audio listening in the course of discipline "Practical course of translation of the first foreign language (Chinese)" to prepare bachelors for their major 022900 (031202.65) "Translation and translation theory" (Chinese). The goal of such audio listening is to train bilateral consecutive interpreting.

In this paper we describe new approaches and methods, associated with the creation of the most realistic conditions for the implementation of professional work of the future translator and using modern technology. We give a detailed review of audiovisual training resources, designed for visual, auditory and visual-auditory perception of the information provided in the original language and following recoding and relaying in the target language. Also, we consider successful training exercise system, which includes the types of exercise, their location, number, shape, and place of fulfillment.

*Keywords:* audio listening, bachelor, practical course of translation, bilateral consecutive translation, Chinese, Russian, audiovisual means of teaching, exercise system.

While analyzing trends in the development of translation teaching technology, one can not ignore the increasing use of various audiovisual media in the learning process meant to form professional competence of the future interpreter. According to A. N. Shchukin, they are an effective source of improving the quality of education, because of their brightness, expressiveness and information richness in visual-auditory images that recreate real-life situations of intercultural communication [4, p. 236]. In addition, thanks to them, the principle of didactic clarity is implemented.

Also there are both individualization of teaching and mass coverage of students. The use of such means of teaching allows to replace the absence of language environment, which is an important factor for the successful mastery of all the necessary translation skills and abilities of students who don't have any chances of going on language training abroad.

Information theory takes into consideration the channel of information flow and differentiates audiovisual means as auditory (sound track), visual (video recordings) and visual-auditory (video and audio tracks). The above means were correctly described by A. N. Shchukin as educational (containing specially selected information) and non-academic, involved as teaching materials [4, p. 236]. In our opinion, for daily lessons, audio-visual training media is the most comfortable for the teacher. Especially CD or flash drive audio recordings, which can be used with a standard tape recorder, require minimal technical training and are available in the situation of absence of language laboratories and other multimedia.

Note that we agree with the scientific position of N. D. Galskova and N. I. Gez, which states that despite of the considerable amount of research in the field of audio listening and the presence of various teaching media in universities, including audio records as well as many other technical means, this form of learning is not yet sufficiently developed [2, p. 161].

In our case, during the course of practical translation of the Chinese language with undergraduate students (bachelors of the 3 – 4course), it was revealed that indeed, it was audio listening in combination with different exercises on a bilateral consecutive interpreting which had great efficiency in preparation for the oral translation practice (despite of relatively significant costs of time – usually 40 – 55 minutes in a 1 hour 30 minutes lesson). It definitely requires a higher frequency of presentation, in fact, it is desirable for each lesson. Also, this type of professional activity is often imposed as one of the assignments in the state certification exams [5].

Listening itself is a complex receptive intellectually-mnemonic activity related to perception, understanding and active processing of information contained in oral speech communication [2, p. 161]. Audio listening in education implies a learning

exercise for the establishment of common auditive skills, speech exercises and further training activities with audiotexts [3, p. 58]. In the case of bilateral translation, learning also requires mobilizing a permanent language-shift skill, as a bilateral translation means a situation where the same translator translates all performances from a foreign language into a target language and vice versa [1, p. 13]. As many Russian scientists in the field of translation theory, for example, I. S. Alexeyeva, note, Russian market is dominated by bilateral translation, so the significance of this translation skills can not be underestimated.

During the lessons of practical course of Chinese language translation, audio records and other educational materials from the site [chinesepod.com](http://chinesepod.com) proved to be most fruitful. This site provides information in Chinese and English, is available to the public and free of charge, as well as constantly updates audiovisual resources of learning Chinese language. The site contains audio dialogues, the topics of which are extremely diverse – from every day and personal to the professional and business. There are video and audio dialogue analyzes, which can be downloaded, as well as audiotext files, selection of new vocabulary, vocabulary on this topic, exercises and phrases, which can be used for translation. These materials enrich the conceptual level of information and allow students to use them as perception props, accompanied by a forecasting skill.

During preliminary training, which is aimed to train bilateral translation from Chinese into Russian and back, trainees are encouraged to strengthen their own lexical and grammatical background knowledge by self-study of vocabulary and differentiation of its application.

During the class, students listen to an audio dialogue in Chinese once or twice. After the first listening, teacher polls trainees to ascertain the level of perception and understanding of information, for example, 你明白了百分之多少? Nǐ míng bǎi liǎo bǎi fēn zhī duōshǎo? – *How much do you understand in a percentage?* Thus, trainees can determine the percentage of communicative utterances plan recognition, and the teacher decides whether to re-present the audio record.

As we mentioned, the themes of dialogues can vary. However, the best, in our opinion, is a combination of threads of dialogue with the topic of written text translated in the continuation of the lesson. Then from the start of audio listening, you can define the situation (where, when and under what conditions the phrases are spoken), give a brief description of communication participants (gender, age, social status) that allows personal style of speech to be transferred in the translation, as well as forms of expressing politeness, depending on the situation of communication and social status of the participants of communication.

On the next stage each learner is offered to translate a significant segment of audio text – one or a few sentences – from Chinese into Russian. During the answer, students should demonstrate skills of consecutive interpretation in a situation, viewed as a model of real communication. Chinese pod audio dialogues' advantage is the presence of sound effects, which bring to life a fully immersive environment of what is happening at the moment.

In this task, the student applies the following theoretical knowledge: consecutive interpretation – is a form of interpretation, in which the speaker from time to time makes a pause needed for a translator to translate what was said. During the lesson, it is the teacher who presses the pause button and calculates the time required for translation. These pauses are usually brief, as a professional translator formulates translation during the speech itself and pronounces it in a pause time given.

If the listener was unable to understand the information at once, he needs to ask the teacher to repeat the phrase (first repetition of the phrase is done by recording, if necessary, the teacher repeats the phrase again slowly). Rate of speech determines the speed and accuracy of listening comprehension of information, which is a purely personal process of learning, though the teacher, however, tends to adapt students to the middle and high rates of speech.

If there was a mistake in the translation, the teacher repeats the phrase misunderstood or precise details, which are especially important (dates, numbers, names, company names, geographical names). For a more accurate translation, trainees are allowed to apply the skills cursive and write down keywords, numbers,

names, etc., in the process of listening and later, answer according to these records. While listening, the teacher also draws students' attention to the modality of expression, which ensures adequate translation in terms of the play of events in time.

If the student is not able to understand the entire information, it is recommended to translate main points of the utterance.

Audio text being fully translated into Russian, is played once again, and then the reverse translation from Russian into Chinese language takes place.

If the student fails to reproduce the original audiodialogue utterance, it is recommended to use their alternative knowledge of vocabulary and grammar to transmit the content of the statements in Chinese.

In both cases, the translation is recommended to be done from the first person, as in the real world communication.

The last exercise is actually the oral bilateral consecutive translation of the text from Chinese into Russian and from Russian into Chinese. The text is read completely by the teacher in the absence of a native speaker in the department, if there is, it is desirable to bring native speaker to voice segments in Chinese. Example giving, a revised text from [chinesepod.com](http://chinesepod.com):

Topic: *Interviewing for a job* / 面会 miàn huì

A: Mr. Liang, introduce yourself.

B: 首先非常感谢您给我这次面试机会。我的专业是销售，毕业后也一直做销售。Shǒuxiān fēicháng gǎnxiè nín gěi wǒ zhè cì miànshì jīhuì. Wǒ de zhuānyè shì xiāoshòu, bìyè hòu yě yīzhí zuò xiāoshòu.

A: In your opinion, what are your strengths?

B: 可以承受压力 . Kěyǐ chéngshòu yā lì.

A: What are your weaknesses?

B: 好像, 没有严重的缺点 . Hǎoxiàng, méiyǒu yánzhòng de quēdiǎn.

A: What are your interests and hobbies?

B: 我最喜欢打篮球 . Wǒ zuì xǐhuān dǎ lánqiú.

A: Why should we choose you?

B: 我有丰富的工作经验, 可以马上开始工作 .Wǒ yǒu fēngfù de gōngzuò jīngyàn, kěyǐ mǎshàng kāishǐ gōngzuò.

To consolidate the material, students are given audio records, texts and all other available online materials for the next lesson (teacher can do e-mail newsletter distribution, create a group in the social network, provide a web link or use any other method of popularization).

Thus, it is possible to conclude that a thought-out organization of audio listening during the lesson aimed to teach bilateral consecutive interpreting, allows students to pay attention to the points that will help them in their future professional work of a translator. Maximum reliance on the previous language and translation experience, variety of methods of presentation of audio content and the translation from Chinese into Russian and back, contributes to the successful and efficient translation knowledge, skills and abilities acquisition. We would like to note that our experience in teaching the practical course of translation of the Chinese language has shown an active interest, sympathy and personal initiative of students' audience to the above audiovisual means and methods of training, both at full-time and part-time department.

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Рукавишнікова О. І.

Особливості використання аудіювання у навчанні двостороннього послідовного перекладу в парі мов китайська – російська

Подана стаття висвітлює специфіку викладання аудіювання в курсі дисципліни «Практичний курс перекладу першої іноземної мови (китайська мова)» за напрямом підготовки бакалаврат 022900 (031202.65) «Переклад і перекладознавство» (китайська мова) з метою навчання двостороннього послідовного перекладу.

У роботі описано нові підходи і методи, пов'язані зі створенням максимально реалістичних умов для виконання професійної діяльності майбутнього перекладача та використанням сучасних технологій. Детально розглянуто як самі аудіовізуальні засоби навчання, що розраховані на зорове, слухове та зорово-слухове сприйняття інформації на мові оригіналу, а також перекодировку і ретрансляцію на мову перекладу, так і необхідна для успішного навчання система вправ, що включає в себе типи вправ, їх розташування, кількість, форму і місце виконання.

*Ключові слова:* аудіювання, бакалаврат, практичний курс перекладу, двосторонній послідовний переклад, китайська мова, російська мова, аудіовізуальні засоби навчання, система вправ.

Рукавишнікова О.И.

Особенности использования аудирования в обучении двустороннему последовательному переводу в паре языков китайский – русский

Данная статья освещает специфику преподавания аудирования в курсе дисциплины «Практический курс перевода первого иностранного языка (китайский язык)» по направлению подготовки бакалавриат 022900 (031202.65) «Перевод и переводоведение» (китайский язык) с целью обучения двустороннему последовательному переводу.

В работе описаны новые подходы и методы, связанные с созданием максимально реалистичных условий для выполнения профессиональной деятельности будущего переводчика и использованием современных технологий. Подробно рассмотрены как сами аудиовизуальные средства обучения, рассчитанные на зрительное, слуховое и зрительно-слуховое восприятие представляемой информации на языке оригинала, а так же

следующие за ней перекодировку и ретрансляцию на язык перевода, так и необходимая для успешного обучения система упражнений, включающая в себя типы упражнений, их расположение, количество, форму и место выполнения.

*Ключевые слова:* аудирование, бакалавриат, практический курс перевода, двусторонний последовательный перевод, китайский язык, русский язык, аудиовизуальные средства обучения, система упражнений.

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