THE IMPORTANCE OF USING MULTIMEDIA PROGRAMMES IN TEACHING SIMULTANEOUS INTERPRETATION

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Annotation: In this article, along with a general understanding of simultaneous translation, the types of multimedia and special equipment used in it are also mentioned. It is mainly used in consecutive translation, in the process of working with long lectures, as well as in situations where the translator is required to prepare a transcript or a conversation record in a short period of time during negotiations. Some fast typing methods are used to simultaneously translate and record accurate, complete information

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Simultaneous translation is considered one of the most difficult and important types of interpretation, in which, unlike sequential translation, the translator simultaneously translates the speaker's speech in the original language into the target language . Those who conduct simultaneous translation are called simultaneous interpreters or synchronists. Special equipment is a simultaneous interpretation system (based on fixed or wireless speech transmission), usually a fixed or collapsible stand (booth), where the simultaneous interpretation system is located, including two pairs of headsets and a microphone for the interpreters. Depending on the number of participants requiring translation, the set of headsets or portable receivers will vary. During interpretation, the simultaneous interpreter is in an isolated booth wearing soundproof headphones so that his own voice does not interfere with hearing the speaker's voice. The participants listen to the translation in special headphones. Using simultaneous interpretation technologies, events with many people are usually held in large conference halls or auditoriums, such as congresses, conferences, seminars, presentations.

The integration of information and communication technologies into the educational process inevitably leads to a revision of the place and role of the teacher in this process, the main task of which is not the transfer of knowledge and the formation of skills and abilities, but the stimulation of interest, motivation for language acquisition, assistance in the assimilation and creative search. Relations with students are now built on the principles of cooperation and joint search and creativity. The result of the educational process largely depends on how it is provided with a variety of teaching aids. It is difficult to imagine a modern teacher who does not use additional methodological aids, except for a textbook. It is rather difficult to dispute the fact that visibility in education is far from the last place.

 In modern conditions, special attention is paid to the use of such a visual aid as a computer. The use of computers in the educational process increases the amount of information communicated to the student in the lesson, activates ruet, in comparison with ordinary lessons, the organization of cognitive activity of students. The pedagogical conditions for the

effectiveness of the use of multimedia kits in the university, we include the following: the feasibility of using multimedia kits; adaptation or optimal selection of multimedia programs, their fragments or combinations in accordance with the objectives of the lesson, the level of training of students; observance of methodological and sanitary and hygienic rules for the use of multimedia. The main psychological features of the use of multimedia, we include the following: positive emotional coloring of classes with the use of multimedia; increased motivation; creating conditions for psychological comfort for students with different abilities and equal opportunities for students with physical and mental disabilities; objectivity of knowledge assessment.

That is why today the importance of the ability of a foreign language teacher in the field of using information and communication technologies, including the knowledge and skills of teaching aspects of the language of women's speech activity on temporary ICT, is emphasized. Problem solving skills play an important role in oral translation. Advanced language competence is not enough to be a good interpreter. Because, during the interpretation audience or listener should feel the feeling of speaker through interpreting process. Therefore, an oral translator should be deeply familiar with culture, customs and tradition of both source and target language. An interpreter ought to be flexible, in any awkward situation he needs to find solution with his problem solving skills and it comes from several practice and experience. Under these conditions, there are tendencies to increase the share of independent individual and group work of students, a departure from the traditional lesson with a predominance of explanatory and illustrative teaching methods, an increase in the volume of practical and creative work of a search and research nature. The term "multimedia" (translated from English as "multi-media") defines information technology based on a software and hardware complex that has a core in the form of a computer with means of connecting audio and video equipment to it. The advantages of multimedia technologies are no longer in doubt among teachers. The multimedia environment is excellent in terms of information density: "it is better to see once than to hear a hundred times." Multimedia presentation serves not only for presenting knowledge, but also for their control, consolidation, repetition, generalization, systematization, therefore, it successfully performs didactic functions. Multimedia technologies are designed to promote the development of individual educational trajectories: to a greater extent adapt the content of educational material to the individual characteristics of students, their level of knowledge and skills.

Knowledge of a foreign language is such a level of integration of language teaching as a specialty that allows you to improve not only communication skills, but also information and technical skills.

*the entry of students into live communication with a native speaker in real time and with a delay in time;

*active involvement of students in the language environment and overcoming the language barrier;

The use of Internet resources in teaching foreign languages, the integration of Internet tools into the educational process, allows you to more effectively solve a number of didactic tasks:

-to form and improve reading skills, directly using the materials of the network of varying degrees of complexity;

- improve listening skills based on authentic audio texts on the Internet, as well as texts prepared by the teacher;

-improve writing and speaking skills;

-replenish vocabulary, both active and passive, with the vocabulary of modern English;

Interpretation communication tools are Internet tools that allow you to communicate in real time (chat, video chat and audio chat). Skype and Yahoo Messenger are examples of such tools that enable simultaneous chat and voice communications. Skype users have the ability to establish an instant voice connection with a subscriber located anywhere in the world, if he has these programs (or call a regular landline phone), or communicate via written chat. It is also possible to connect and use a webcam. You can create your own list of friends and invite them to a one-on-one chat or organize a conference, the so-called group chat. And you can, by setting the parameters of the desired interlocutor (age, gender, place of residence, native language, interests, etc.), find friends to communicate in cyberspace. Free topic chat (free topic chat), the main task is the practice of speaking, listening and writing in the language being studied; Chat aimed at solving a specific educational problem (Collaborative Task-Oriented Chat); chat seminar or chat presentation (as-demic seminar or presentation chat); chat aimed at working off someone of a specific material or action (Practice Chat); For example, chat interviews; evaluative chat (evaluational chat), aimed at monitoring and assessing the degree of development of a particular material. According to Daphne Gonzales, asynchronous communication means are Internet media that allow information delayed information (forums, electronic and audio mail, sites, blogs).

In conclusion, we would like to mention that interpreting process includes a lot of specific features such as the knowledge of the culture of the spoken language, the great mental outlook and deep notion of the language. Interpretation plays a great role in the whole process of globalization. This process involve a lot of multilingual people whose great knowledge help us to develop friendship and cooperation between different countries and different nations. The objective need of modern society is to find the best ways to organize the educational process, rational options for the content of education and its structure. In the light of the new paradigm of education, the central problems of teaching a foreign language are the issues of defining goals, the content of education that is adequate to them. The process of students acquiring personal experience of communication with a foreign language culture requires the creation of situations for the practical use of the language as a tool for intercultural learning and interaction. In this regard, there is an objective need to integrate information technologies into the educational process, allowing to involve students in the situation of intercultural communication.Today, the global Internet provides a wide range of opportunities for students to enter into authentic intercultural interaction with teachers of the language being studied.

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