

обучающихся и ее оценивание в соответствии с заранее разработанными критериями, представленными в рубрике.

Анализ сущностных характеристик тестового и процессуального оценивания с учетом требований образования на современном этапе развития общества позволяет выделить ряд преимуществ процессуального оценивания. Процессуальное оценивание позволяет обеспечить качественный мониторинг процесса учения студентов; выступает средством обратной связи с преподавателем, позволяя улучшить процесс обучения; повышает мотивацию студентов и их самооценку; оказывает помощь обучающимся в развитии дивергентного мышления, творческих способностей и осознании их значения в развитии личности. Все студенты имеют потенциал быть творческими, если они обеспечены инновационным обучением и оцениванием на основе заданий открытой формы. Студенты более мотивированы и вовлечены, при наличии доступа к творческим возможностям оценивания.

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### **New Interpretation Assignments and the Ways to Train Interpreter Students**

The article deals with different types of translation which are quite often not trained within the course of interpretation but required in the modern linguistic services market. There is a brief description of sight, consecutive, simultaneous, audiovisual, court and community interpretation with the points to take into account when training interpreters.

*Key words:* interpreting, interpretation technique, sight interpreting, consecutive interpreting, simultaneous interpreting, court interpreting, community/public work interpreting, telephone interpreting.

Currently we face a lot of new challenges in the linguistic professional field, which are related to various levels of native and foreign languages. That is why, actually, the problem of 'lost in translation' is relevant, and we are improving the ways of translating texts of different styles and genres. But at the same time the typology of interpretation as an individual area of translation studies is maintained in the same terms as it was several decades ago, proposing us the classification into unilateral-bilateral, consecutive and simultaneous interpretation.

Within the courses of professional development for teachers of higher education institutions we usually mention that it is impossible to train consecutive and simultaneous interpreters with the academic hours assigned for these types of oral translation. In linguistic universities (philological faculties) undergraduate and graduate students have some possibilities to improve their skills of interpretation but usually it is done by sight interpreting tasks (the term 'sight translation' is also widely used) or by some tasks with consecutive interpreting of audio- and video recordings. We have to express gratitude to those teachers, who introduce these tasks during their classes, because with reduction of academic hours for foreign languages teaching and understanding knowledge of a foreign language as 'a must' for contemporary citizens, we have to admit that something is lacking in training and education, in general, especially when we speak about foreign languages and the way they are taught.

Different profiles and specializations require different sets of competences, but still they are the same in educational standards and program documentation ensuring compliance with the European Higher Education Area principles. However, we should admit the fact that learning of foreign languages in Eastern Europe was not a priority of education systems, where it was most important to maintain fundamental sciences with practical focus. Nowadays it is evident that we can develop through interaction and cooperation, and for this purpose we need a lingua franca, which is, a priori, English, even after the Brexit procedures.

When training translators and interpreters, we suppose that translation teaching is a priority because translators, who work in specific fields, get to know the characteristics of the source and target language, text stylistics, peculiarities of the vocabulary, including knowledge of terms and terminological units. While developing their competences, they get to know terminology concordance information resources helping them get access to linguistic services labor market at par level with native speakers. As for interpretation services, we really stick to the point of several types of interpreting, and we try to develop skills and facilitate excellence in consecutive and simultaneous interpreting, although we understand quite

well that this market is quite accountable and does not admit all graduates from all universities (even the best ones). It is related to different reasons, including lack of work experience, use of non-‘universal’ languages (i.e. not official languages of the United Nations), etc.

However, we have to mention that the labor market requirements differ from those enlisted in educational standards and curricula.

For this purpose, we would like to offer a classification of interpretation courses which are most often proposed in various education institutions (master degree courses):

- consecutive interpreting;
- simultaneous interpreting;
- community (US)/public service (UK) interpreting;
- telephone interpreting;
- court interpreting;
- audiovisual interpreting; etc.

As we see, these types of interpreting are interrelated and usually interpreters are invited to perform their services without pointing out if it is a consecutive or a simultaneous interpretation – the outcome will be noted down in the contract depending on the service provided. But if we take into account that mostly students of higher education institutions are involved in sight interpreting and sometimes (due to diligence and efforts of teachers) in consecutive interpreting of audio- and video files, we can clearly see the situation of gaps in interpreter training.

Many specialists in audiovisual interpretation, which has become a popular type in the language service market, point out that universities do not train interpreters for their market segment. It is quite fair to say that when proposing students to interpret audio- or video file we train audiovisual interpreting skills, but we often do not take into account that these materials can be of different genres (not only news and information programs), we do not take into consideration that qualified audiovisual interpreters should have some additional skills, which simultaneous or consecutive interpreter do not need at all, e.g. dubbing, subtitling, etc.

Community interpreting (as it is called in the United States and Canada) or public service interpreting (as it is called in the UK and the European Union) is now of high priority. Just think of the flows of refugees and migrants coming to the EU member-states and neighborhood countries. They need language support in police, migration offices, health care institutions, etc. Thus, community interpreting is becoming one of the most urgent needs of interpreter training, but we can see only several higher education institutions in Europe having this course. Such countries as Ukraine, Belarus, Moldova are also in the focus of the problem – first,

because they provide labor migrants, second – they receive refugees from Central Asia and Middle East countries, which suffer political, war and economic crises. We are sure that it is necessary not only to train volunteers for music and sports festivals (like Eurovision song contest and Euro Cup Final or Ice Hockey Championship), but professional interpreters should be trained in education institutions of different level with different competences to ensure interpretation of various events, accidents, situations, etc.

Court interpreting is not widely introduced in the countries of the Commonwealth of Independent States because Russian is approved as a lingua franca and everyone has to communicate in Russian fluently, but at the same time, taking into account various international conventions related to court procedures, we can vividly see that the language option is often ignored, i.e. the court procedures are held in some international language (English has a priority), which does not necessarily mean that all participants of the procedure understand each other to extent required for giving a verdict. In the European Union there are best practices of court interpreting based on the major tribunal institutions, but they are not used in the CIS countries, unfortunately. In the process of interpreter training it is necessary to pay attention to the legal framework of interpreter's activities in court and the excellence of court interpreters, because it is relevant and urgent and highly demanded in different countries of the world.

Telephone interpreting was mentioned as one of the types of interpretation, because currently it can combine audiovisual and consecutive/simultaneous interpreting via Skype, for example. Various webinars, workshops and international symposia with participation of international experts are organized with the help of Skype or any other virtual communication software, and it requires special preparation for working at these events as well as specialized training for interpreters, who will have to apply stalling technique in case of equipment failures, probability prediction technique in case of failure to hear the speaker, etc.

To sum it up, we have to say that in training of translators and interpreters we should state clearly what types of interpreting our graduates are trained for to feel competent in the labor market and not to overload themselves with assignments they actually cannot carry out.