



## **USE OF GAME METHODS IN TEACHING SIMULTANEOUS INTERPRETATION**

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### **Abstract**

This article analyzes the use of game-based methods in teaching simultaneous interpretation and examines their effectiveness in improving students' knowledge and skills. The results were reviewed based on an experiment conducted over the course of one semester with first-year students of ASIFL (Andizhan state institute of foreign language). During this process, the methods of "Role play", "Find the story", "Umbrella", "Chain translation", "Pair work", and "Translation Race" were applied. As a result, students' motivation increased, vocabulary expanded, and translation errors decreased. The article highlights theoretical foundations, methodological approaches, and empirical analysis.

**Keywords:** Simultaneous interpretation, game-based methods, collaboration, educational innovations, translation studies, motivation, communicativeness, terminology, vocabulary.

### **Introduction**

Translation is an essential aspect of real-life communication. Its importance is reflected across various fields, including business, academic policy, science, and culture. Translation broadens communication, fosters intercultural understanding, and promotes social inclusivity. In the era of globalization of the 21<sup>st</sup> century, the demand for high-quality translation is growing due to the necessity of mastering foreign languages and using them effectively. Simultaneous interpretation plays a particularly significant role in international conferences, business negotiations, and diplomatic meetings. Therefore, the training of simultaneous interpreters is also among the key priorities in Uzbekistan. This article examines the importance of applying innovative and game-based methods alongside traditional approaches.

### **Materials and Methods:**

Game-based methods play a crucial role in developing students' abilities, increasing their interest, ensuring active participations, and cultivating independent thinking skills. At the same time, significant differences between the grammatical systems of Uzbek and English require translation to be adapted through various methods. Each language has its own grammar, tense, mood, and pragmatic styles, which obliges interpreters to use grammatical transformations. Hence, interactive teaching methods, rather than passive traditional approaches, yield more effective results in training simultaneous interpreters. Various game-based methods help students acquire necessary skills while also enhancing their ability to collaborate with other professionals in the field.

The use of game-based on methods in educational has existed since ancient times, and their scientific foundations have been researched by many scholars. Foreign scholars such as Hartono R. emphasized interactivity as a key source of personal development through communication, stressing that children's thinking and language skills can be shaped through games. Maley A. and Peachey N. meanwhile, promoted methods based on practice and experience, viewing learners as active subjects in the educational process. Modern research in translation studies widely discusses the effectiveness of game-based and interactive methods, presenting the Game-Based Learning model as a means to increase motivation in language acquisition.

Uzbek scholars have also paid attention to the use of innovative methods, including game technologies. Jurayev K. and Akhmedova M. based on their research, emphasized the effectiveness of test systems and pair-based interactivity in classroom processes. Haydarova M. discussed the benefits of integrating psychological and pedagogical competencies for translators, highlighting the need for moduls that support interpreters' mental resilience and self-confidence. Madvaliyev A. argued that in translation, grammatical adaptability rather than lexical breadth ensures natural and fluent output. Dadaboyev H. emphasized the importance of terminology, noting that terms represent a distinct lexical layer differing from general vocabulary. Indeed, one of the most essential pillars in interpreter training is terminology, which is characterized by:

- The relationship between symbols and their meanings
- Possessions of functional roles

- Use as specialized words and phrases in scientific, technical or sector-specific contexts

Translation requires a deep understanding of grammar, syntax and semantics, significantly increasing subject knowledge. Furthermore, translating different texts exposes learners to various written translation styles, idioms, terms and culturally embedded nuances that enrich language skills. Interactive methods in simultaneous interpretation training are designed to develop students' ability to quickly and accurately convey messages by practicing diverse translation strategies and analyzing different text types [2,22]. This helps learners adapt to different styles depending on their audience, thus becoming versatile interpreters.

Game-Based Methods Applied in the Experiment:

The interactive translation games were conducted with first-year students of Andijan State Institute of Foreign Language (ASIFL). The experiment lasted for one semester and involved 40 students, divided into an experimental group and a control group. The experimental group was taught using game-based methods, while the control group used traditional approaches. The game-based methods included:

1. Role Play – students acted as interpreters in real life situations, providing practical experience in applying their interpretation skills.
2. Find the story – students reconstructed a story from short text fragments, with each participant having access to only one part. Alternatively, students were given pieces of an image to describe and rebuild the narrative. This exercise strengthened memory, fluency and communication in the foreign language.
3. Umbrella – building an extended semantic chain from key concepts. Students listened to sound sequences, then described their impressions or created a story suggested by the sounds. This method enriched vocabulary and reinforced memory.
4. Chain translation – students translated sequentially, producing a complete text together,
5. Pari work – students collaborated in pairs to complete tasks, such as creating unusual word combinations and incorporating them into a text. This exercise enhanced quick thinking and vocabulary expansion.
6. Translation race - students translated phrases or sentences as quickly and accurately as possible. One variation involved passing a ball while naming relevant

terms, repetition was forbidden and the game continued until only one student remained. This activity improved speed, vocabulary and classroom engagement.

### **Results:**

In evaluating methodological outcomes, both groups were assessed for classroom participation, translation speed, error frequency and vocabulary breadth using observation, tests and questionnaires. In addition, students were given guiding questions like (Who? With what? On which topic? For whom? Where? When? For what purpose?) to train successful simultaneous interpretation [3,16]. Since simultaneous interpretation is situational, one of the aims of interactive games was to enhance communication skills [4,43].

### **Results from the experimental group showed:**

- Increased classroom activity
- Expanded vocabulary and regulated use of words
- Reduced translation errors
- Improved collaboration and peer interaction

Students also practiced distinguishing between oral and written translation, paraphrasing repetitive sentences and comparing immediate vs delayed interpretation. The efficiency of production, listening comprehension balance and transformation processes were shown to influence performance [5,34].

Thus, game-based methods proved effective in teaching simultaneous interpretation, boosting motivation, strengthening translation skills and enhancing communicative competence. Based on the study, the following recommendations were developed:

- Consistent use of game-based methods across all levels
- Incorporation of interactive games in every lesson
- Assignment of game-based tasks for independent learning
- Teacher training in game-based learning methodologies

### **Discussion:**

In contrast, the control group demonstrated lower progress, confirming the effectiveness of game-based approaches. Discussions revealed that game methods not only facilitate knowledge acquisition but also create a positive psychological



environment. However, challenges in larger classes included managing attention and interactivity, as well as technical difficulties due to limited resources. Nonetheless, results were consistent with international studies, reaffirming the effectiveness of the game-based learning model.

Translation is not a word-for-work process but rather the transfer of ideas and overall meaning. Understanding a language requires exploring its socio-anthropological essence [6,15]. Interpreters must possess strong linguistic skills and rely on their competence rather than dictionaries when encountering unfamiliar expressions [7,129]. Interpretation is equally important in translation training as it enhances comprehension and helps listeners gain experience beyond isolated facts.

### **Conclusion**

In conclusion, this study explored the application, effectiveness and strategic value of interactive games in teaching simultaneous interpretation. Time is a crucial factor in interpretation and various methodological strategic such as segmentation, reformulation, waiting (pausing) and stalling were examined. The findings demonstrate that interactive methods help interpreters deliver accurate and natural translation in real time, thus contributing to professional excellence. These strategies, supported by both scholarly research and practical experience, also enable students to overcome challenges in simultaneous interpretation and perform fluent and direct translation effectively.

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