

UNDERSTANDING THE DEVELOPMENT OF STRESS OF SIMULTANEOUS INTERPRETERS

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This work aims to explore the fundamental aspects of stress among interpreters. The ability to manage stress effectively is essential for interpreters to maintain performance and well-being in high-pressure settings. Through interdisciplinary research and practical insights, this work seeks to elucidate the physiological, psychological, and cognitive mechanisms underlying stress of interpreters. Topics to be addressed include the impact of stress on interpreter performance, strategies for stress management, and the role of individual differences in stress susceptibility.

This topic of research is relevant and important, because it concerns the actual problems of working conditions of an interpreter, which is little researched and still not taken seriously enough.

"Studies on interpreters or student-interpreters investigating linguistic functions and cerebral lateralization in simultaneous interpretation have been carried out by Gran & Fabbro (1987, 1989) and Gran (1989, 1992). Stress and mental effort with the help of EEG recordings have been studied by Kurz (1994, 1995), Agosti (1997) examined the possibility of reducing stress during simultaneous interpretation with the help of a hypnotic technique, while cognitive load during simultaneous interpreting has been measured with the technique of pupillometry by Tommola & Hyönä (1996)."

The profession of an interpreter arose a long time ago, since people began to conduct trade relations. However, it developed incredibly in the twentieth century - the century of globalization. Consecutive interpreting was used for centuries. However, in some cases it was not convenient. Consecutive translation significantly lengthened the time of court hearings and scientific conferences. Finally, simultaneous interpreting appeared. "it was only at the Nuremberg trials that the simultaneous mode was put into practice as it proved necessary to cope with interpreting from and into four languages." Many interpreters found it

difficult to adapt to the new system and opposed it, believing that by performing simultaneous interpretation, they might lose the meaning of the statement, because they are forced to translate the words in the order in which they are heard, without the opportunity to analyze what was said. However, the need to save time outweighed the fears. Soon, simultaneous interpretation techniques were taught in universities. Interpreters started to work in the booth, not seen by anyone.

Interpreting is a big responsibility. One mistranslated word can change the course of history. It is no wonder that translators are often stressed. According to WHO, work-related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope.

This stress can be caused by both external stimuli and internal experiences of the individual. "It is striking that virtually no other profession undergoes a similar cognitive load: no physical activity is involved or need be accomplished, no instruments can be of help, everything goes on in the mind. The technical equipment is used to carry the acoustic signal directly to the ears and not to help the interpreter in difficult circumstances. The interpreter is in a position where any decision taken is the consequence of what somebody else does or says". Even experienced interpreters can feel stressed due to not recognizing a certain word, the speed of the speaker's speech, the need to translate without rest. However, it is not easy to observe and test the level of stress of an interpreter during the work, because such interference only deepens his stress. Studies of occupational stress show that "work hazards, work overload, work pressure [...] can produce increased illness, job dissatisfaction, absenteeism, tardiness and turnover" (Taylor 1995: 254).

The test group of my research was a group of third-year English philology students of the Ternopil Volodymyr Hnatiuk National Pedagogical University during translation and interpretation practice classes. It turned out that the most frequent symptoms of stress in translation students are: loss of self-confidence and problems with sleep, tremors. They also experience a feeling of isolation and fear of making a mistake. To cope with stress, they try to adjust their study regime, rest more, study English more diligently, use breathing and affirmative practices, some work with a psychologist. Research has shown that students feel more confident when fewer people are listening to their interpretation. The research will be continued by conducting a survey of simultaneous interpreters working in this field. It is planned to compare stress factors and their strength among students, translators with up to 5 years of work experience, and those with more than 5 years of experience. Then it will be possible to present a more complete analysis of this topic.

To conclude with, stress is part of the life of a simultaneous interpreter. This problem should not be underestimated. Further research is needed to better understand the problem of stress of simultaneous interpreters and to improve the working conditions of the interpreter.

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СПОСОБИ ПЕРЕКЛАДУ АНГЛІЙСЬКОЇ ВІЙСЬКОВОЇ ЛЕКСИКИ УКРАЇНСЬКОЮ МОВОЮ

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Актуальність дослідження. Військовий переклад є важливою частиною комунікації між особами, залученими у цю галузь. Він забезпечує результативне спілкування між іноземними представниками військової справи. У сучасних умовах, коли навчання українських воїнів відбувається за кордоном або ж іноземні партнери відвідують Україну, цей вид перекладу став одним з основних у нашій державі. Аналіз прийомів перекладу військової лексики залишатиметься актуальним завдяки постійним змінам у суспільстві, політиці та міжнародних відносинах. Поняття безпеки та оборони постійно еволюціонують, тому лексика оновлюється. Наприклад, зміна стратегій і тактик, виникнення нових збройних технологій урізноманітнюють лексичну складову цієї галузі.

Мета розвідки – виявити та проаналізувати приклади застосування різноманітних лексичних і граматичних прийомів перекладу у військово-політичних текстах та з'ясувати, які серед них найпоширеніші.

Матеріалом дослідження слугували військово-політичні тексти з британської служби новин BBC NEWS та відповідні статті, перекладені українською мовою з BBC NEWS Ukraine. Також взято лексичні одиниці з Інтернет-джерела «Як говорити про війну в Україні англійською».

Об'єктом дослідження є військова лексика, вжита у реченнях, вилучених методом наскрізної вибірки з англомовних військово-політичних