

Документ подписан простой электронной подписью  
Информация о владельце:  
ФИО: Ястребов Олег Александрович  
Должность: Ректор  
Дата подписания: 16.05.2025 10:44:09  
Уникальный программный ключ:  
ca953a0120d891083f939673078ef1a989dae18a

**Federal State Autonomous Educational Institution for Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA  
(RUDN University)**

*Institute of World Economy and Business*

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(educational division (faculty/institute/academy) as higher education programme developer)

## **COURSE SYLLABUS**

### **SIMULTANEOUS TRANSLATION WORKSHOP FOR MULTINATIONAL CORPORATIONS**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**45.04.02 "LINGUISTICS" (Master's Degree)**

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(field of studies / specialty code and title)

**The course instruction is implemented within the professional education programme  
of higher education:**

**«Foreign Language of Professional Communication and Specialized Translation»**

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(higher education programme profile/specialisation title)

## 1. COURSE GOAL

The aim of the course "Simultaneous Translation Workshop for Multinational Corporations" is to improve linguistic, pragmatic, and cross-cultural competencies that contribute to the formation of professional and personal competencies of students to master the methodology and techniques of simultaneous interpreting for transnational corporations, which will enable students to make translation decisions in the process of simultaneous interpreting.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Simultaneous Translation Workshop for Multinational Corporations" is aimed at the development of the following competencies /competences in part:

*Table 2.1. List of competencies that students acquire through the course study*

Competence code	Competence description	Competence development indicators (in the framework of this course)
GPC-1	Mastery of a system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language and its development trends, the system of values and perceptions inherent in the culture of the countries of the studied foreign language	GPC-1.1. Applying the values inherent in the culture of the countries of the studied foreign language
		GPC-1.2. Understanding the system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language
		GPC-1.3. Competent applying of trends in the development of the foreign language system in his/her professional activity
PC-1	Ability to perform cross-cultural communication and language space in all types and formats, in all the areas of human and social activity	PC-1.1. Performing cross-cultural communication and language mediation in oral form in accordance with the norms of oral speech
		PC-1.2. Performing cross-cultural communication and language mediation in written form in accordance with written norms.
		PC-1.3. Performing cross-cultural communication and language mediation in the professional activities of individuals and society (mastery of professional terminology, professional jargon, and communication style in a given professional community)
		PC-1.4. Performing cross-cultural communication and language mediation in business communication (knowledge of the ethics of business communication taking into account the cultural peculiarities).

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Simultaneous Translation Workshop for Multinational Corporations" refers to the part formed by participants of educational relations of the block B1.O.02.

Within the higher education programme students also master other disciplines and / or practices that contribute to the achievement of the planned results of the course "Simultaneous Translation Workshop for Multinational Corporations".

*Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results*

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
GPC-1	Mastery of a system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language and its development trends, the system of values and perceptions inherent in the culture of the countries of the studied foreign language	Theory of translation; Translation abstracting of specialized texts; Language of media texts; Information and communication technologies; Lexicography and corpus linguistics	Professional communication practice (first foreign language); Professional communication practice (second foreign language); Theory and practice of written specialized translation; Theory and practice of specialized interpreting; Theory and practice of cross-cultural business communication; Practicum in the culture of professional communication (second foreign language); Practicum in the culture of professional communication (first foreign language); Scientific communication; Abstracting and annotating of specialized texts; Translation analysis of specialized texts; Specialized abstract translation of texts; Professional editing of specialized texts; Translation of business documents
PC-1	Ability to perform cross-cultural communication and language space in all types and formats, in	Practicum in culture of professional verbal communication (first foreign language)	Professional communication practice (second foreign language); Practicum in culture of professional verbal

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	all the areas of human and social activity		communication (second foreign language); Practicum in culture of professional verbal communication (the main foreign language); Theory and practice of cross-cultural business communication; Scientific communication; Abstracting and annotating of specialized texts  Academic Internship

\* - to be filled in according to the competency matrix of the higher education programme

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course "Simultaneous Translation Workshop for Multinational Corporations" is 5 credits.

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)\**

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
<i>Contact academic hours</i>		34			34	
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)		34			34	
<i>Self-studies</i>		119			119	
<i>Evaluation and assessment (exam/pass/fail grading)</i>		27			27	
<b>Course workload</b>	academic hours	<b>180</b>			<b>180</b>	
	credits	<b>5</b>			<b>5</b>	

*Table 4.2. Types of academic activities during the periods of higher education programme mastering (part-time training)\**

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
<i>Contact academic hours</i>						
Lectures (LC)						

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Lab work (LW)						
Seminars (workshops/tutorials) (S)						
<i>Self-studies</i>						
<i>Evaluation and assessment (exam/pass/fail grading)</i>						
Course workload	academic hours					
	credits					

\* - to be filled in in case of the higher education programme part-time training

*Table 4.3. Types of academic activities during the periods of higher education programme mastering(correspondence training)\**

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
<i>Contact academic hours</i>						
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)						
<i>Self-studies</i>						
<i>Evaluation and assessment (exam/pass/fail grading)</i>						
Course workload	academic hours					
	credits					

\* - to be filled in in case of the higher education programme correspondence training mode

## 5. COURSE CONTENTS

*Table 5.1. Course contents and academic activities types*

Course module title	Course module contents (topics)	Academic activities types*
Module 1. Features of simultaneous translation.	Topic 1.1. Fundamentals of psychological training of a simultaneous interpreter. The fundamental difference between simultaneous and consecutive interpretation. One-sided and two-sided ST	S
	Topic 1.2. Familiarization with the equipment for ST: the cabin of simultaneous interpreters, the equipment for ST, the typology of the equipment of ST, verification, configuration and management of the equipment of ST. The main critical situations referred to the control of equipment during the work of simultaneous interpreters and ways to resolve them	S

Course module title	Course module contents (topics)	Academic activities types*
Module 2. Features of speaking into a microphone.	Topic 2.1. Translation diction Voice production. Speaking volume. Individual characteristics of speaking	S
Module 3. The parallelism of listening and speaking.	Topic 3.1. Repetition of the source text related to the activities of a multinational corporation in the presentation language. Pauses between phrases	S
Module 4. Practical skills development	Topic 4.1. Listening to the source text related to the activities of a multinational corporation in the language of presentation in a foreign language with different speech rates.	S
	Topic 4.2. Revision and presentation of the listened texts in the target language	S
Module 5. The work of a simultaneous interpreter with a pre-received text translation	Topic 5.1. Combining listening to one text and pronouncing another. Formation of the mechanism of parallel listening and speaking.	S
	Topic 5.2. ST based on a transcript of a pre-translated text related to the activities of a multinational corporation in the language of presentation	S
Module 6. Mechanisms of the source text adequate understanding	Topic 6.1. Mechanisms of adequate understanding of the source text during the pronunciation of the target text.	S
	Topic 6.2. Prediction of syntactic and stylistic structures and semantic content of an utterance by example	S
Module 7. Interpreter's speech	Topic 7.1. Pauses in the speech of a simultaneous interpreter, their duration and frequency. The use of so-called "stuffing" structures	S
	Topic 7.2. The factor of the speaker's and translator's speech rate in ST	S
	Topic 7.3. Segmentation of the speech flow in ST	S
	Topic 7.4. Specifics of translation solutions in ST	S

\* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

Academic activities type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
Computer Lab	An auditorium for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of ____ pcs), a board (screen) and technical means of multimedia presentations.	472 Notebook Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15 pcs) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013 SDL Trados Studio 2015 Adobe Reader FastStone Image Viewer
Self-studies	An auditorium for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	324 Multimedia projector Casio XJ-M250 Wall screen Digis Dsob- 1106

\* - The premises for students' self-studies are subject to **MANDATORY** mention

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main reading:*

1. Alekseeva, Irina Sergeevna. Professional interpreter training [Text]: Training manual on interpreting and translation for interpreters and teachers. - SPb. : Soyuz, 2021. – P. 288.

<http://lib.rudn.ru/MegaPro/Web/SearchResult/Simple>

2. Migolat'eva, Irina Vladimirovna. Translation from the sheet [Text] : Manual for senior linguistics students. P. 2. - Moscow: RUDN, 2021. - P. 50.

<http://lib.rudn.ru/MegaPro/Web/SearchResult/Simple>

### *Additional reading:*

1. Alimov, V.V. Teoriya perevoda. Perevod v sfere professional'noj kommunikacii. 4-e izd. – M.: Dom Knigi, 2021.

2. Barhudarov, L.S. K voprosu o grammaticheskikh znacheniyah i ih peredache pri perevode//Inostrannye yazyki v shkole. 2022. № 3.

3. Ermolovich, D.I. Imena sobstvennye na styke yazykov i kul'tur. – M.: R. Valent, 2021.

4. Grigor'eva, O.N Stilistika russkogo yazyka. – M.: NVI-TEZAURUS, 2020.

5. Kazakova, T.A. Prakticheskie osnovy perevoda. - M., 2018.

6. Krupnov, V.N. Leksicheskie aspekty perevoda. – M.: 2017.

7. Lyubimov, N.M. *Perevod – iskusstvo*// *Perevod sredstvo vzaimnogo sblizheniya narodov.* – M.: 2017.
8. Solodub, Y.P. *Teoriya i praktika hudozhestvennogo perevoda.* – M.: Izdatel'skij centr «Akademiya», 2021.
9. Tatarinov, V.A. *Metodologiya nauchnogo perevoda.* – M.: Moskovskij licej, 2021,  
Periodical publications:
  1. AlmaMater // Vestnik Vysshej shkoly.
  2. Innovacii v obrazovanii.
  3. Lingvistika i mezhdunarodnaya kommunikaciya. // Vestnik Moskovskogo universiteta.
  4. Pedagogicheskoe obrazovanie i nauka. // Mezhdunarodnaya akademiya nauk pedagogicheskogo obrazovaniya.
  5. Prepodavatel'. XXI vek. // Obshcherossijskij zhurnal o mire obrazovaniya.
  6. Vysshee obrazovanie segodnya.
  7. Vysshee obrazovanie v Rossii. // Nauchno-pedagogicheskij zhurnal Ministerstva obrazovanie i nauki Rossii.

#### *Dictionaries*

1. McKean E. *The New Oxford American Dictionary.* – Oxford University Press, 2005.
2. *English-Russian dictionary of collocations/ Collins Cobuild Dictionary of Idioms.* AST, Astrel', 2004.
3. Bock H.K., Bock I.R., Frey G. *Elsevier's Dictionary of European Community Company/Business/Financial Law.* – Elsevier Science, 2005.
4. *Oxford Dictionary of English.* – Oxford University Press, 2005.
5. Jones D. *Cambridge English Pronouncing Dictionary (+ CD-ROM).* – Oxford University Press, 2006.
6. *Oxford Dictionary of Economics.* – Oxford University Press, 2003.
7. Eskin, L. N., Fedina, A. M., Butnik, V. V., Fagradnyants, I. V. *Modern English-Russian dictionary of economics, finance, and business / Contemporary English-Russian Dictionary on Economics, Finance & Business.* – Бече, 2007.
8. *A Dictionary of Finance and Banking.* – Oxford University Press, 2008.
9. Zhdanova, I.F. *New English-Russian Economic Dictionary.* - Drofa, Russian Language - Media, 2008.

#### *Internet sources*

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
  - RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>
  - EL "University Library Online" <http://www.biblioclub.ru>
  - EL "Yurayt" <http://www.biblio-online.ru>
  - EL "Student Consultant" [www.studentlibrary.ru](http://www.studentlibrary.ru)
  - EL "Lan" <http://e.lanbook.com/>
  - EL "Trinity Bridge"
  - .....
2. Databases and search engines:
  - electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>

- Yandex search engine <https://www.yandex.ru/>
- Google search engine <https://www.google.ru/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

*Training toolkit for self- studies to master the course \*:*

1. Methodological instructions for preparation for seminars on "Simultaneous Translation Workshop for Multinational Corporations" course.

The course of simultaneous translation from English into Russian is a practical course of simultaneous interpreting, which implements the competence approach in accordance with the requirements implemented at RUDN. The course is intended for Master's degree students in the specialty of Linguistics.

The course focuses on the development of basic skills of simultaneous interpreting, development of instant and working memory, listening comprehension of English speech, fixation and translation of precision material.

Each lesson includes work on the following methodological blocks: perception, the ability to listen and speak simultaneously, development of immediate and working memory, perception and fixation of precision information, translation exercises and simultaneous translation of the main text of the lesson.

Perception. It is possible to translate any text only when it is understood. Since the native language of the trainees is Russian, it seems logical to assume a priori that students will have no problems with the perception and understanding of native speech, with the proviso that difficulties may still arise due to unintelligible pronunciation, extraneous noise, complexity or specificity of the text, etc. Thus, difficulties arise for listeners when perceiving English speech. In this case, the main burden in the perception of the original falls on the auditory senses. According to one theory of speech perception, speech comprehension is based on the so-called word signature - a kind of phonetic signature of the speaker. Each speaker has his or her own signature - it is unique and inimitable. We begin to internalize the signatures of our native speech from childhood and continue to replenish our "signature bank" throughout our lives. The student has very few such English signatures in his "bank". For this reason, the course is oriented towards students' significant accumulation of such phonetic signatures. To significantly improve listening comprehension and understanding of English speech, it offers a number of special exercises. For example, speed reading of English text (from the screen) and reading to oneself with counting. Exercises for speed reading aloud with obligatory observance of all pronunciation norms are also introduced at the initial stage of training and are designed not only to adapt the speech organs to fast speech, but also to improve its perception. Adaptation of the articulatory apparatus to fast English speech allows the student to better perceive the features of fluent speech, contributes to a better distinction of its components and semantic perception. Further introduced exercises on reading to oneself with counting weaken the work of articulation in the process of reception and facilitate the understanding of English speech. Reading exercises with counting significantly increase the reading pace, i.e. the speed of perception and, by neutralizing reproduction, give the opportunity to make fuller use of the articulatory apparatus.

The development of the ability to listen and speak simultaneously is the most important task of the course and is considered as preparation for the implementation of SI, therefore the exercise of synchronized repetition of the sounding Russian text should be performed in every lesson during the whole course. When performing this exercise, the lecturer should pay the

most serious attention to the diction and articulate delivery of the text by the trainee. Synchronous repetition of English text is practiced mainly in the third semester, when students also acquire skills and SI from Russian to English. Such exercises are very useful, as they allow "warming up" the articulation apparatus, mobilize students for active work, contribute to word differentiation and improve perception, develop immediate and operative memory, give the opportunity to fix in memory some repetitive expressions and phrases, contribute to improving the perception of English speech.

The development of immediate and working memory is the most important task of the course. To accomplish this task, a number of exercises are provided in the course. The most effective are exercises for repetition and micro-abstracting, repetition exercises. These exercises mobilize the student's working memory, put the brain in a state of intense work. The material is presented either by the lecturer's voice or in the form of a record of an audio file. At the first stage, memory recall of five lexical units after a single listening is considered satisfactory. By the end of the course, the student should be able to recall up to nine units on average. The exercises gradually become more complicated: two-, three- and multi-component lexical units are introduced, and the complexity of the material varies, i.e. in some classes students are asked to reproduce nouns with concrete meanings, in others - concepts expressed by abstract nouns; in the middle and at the end of the course there are exercises for the repetition of verbs and verb combinations. Exercises for repetition of whole sentences, the length and complexity of which increases during the course, serve the same purpose. At the initial stage, double presentation is acceptable. When practicing paired sentences (i.e. the same sentences in Russian and English), it is recommended that after successful repetition of one and then the other sentence, students should be asked to repeat both sentences one after the other, imitating their translation. This type of work is very effective for memorizing and activating equivalent pairs. Repetition exercises also include "snowball" type repetition translation exercises, where students have to memorize a rather large paragraph or the whole text sentence by sentence. Micro-abstracting. This visual-verbal type of exercises is envisaged from the beginning of the course to the middle of it. Micro-abstracting (semantic compression of the text) consists in the fact that at the first stage the lecturer presents short messages (3-4 one after another) on the screen for the listeners, each of which contains one main idea. Then he/she asks the students to read the first message carefully and formulate its main idea in their own words. The lecturer may then ask the listeners to summarize, preferably in the target language, the entire message. The purpose of this exercise is to develop the listeners' ability to recognize the main point of the message, which is essential for determining the possibility of speech compression in SI.

Perception and fixation of precision information. Although these exercises can be used successfully to develop memory, their primary purpose is to develop perception and comprehension skills. Such information should include numerals, telephone numbers, names, surnames of people, their positions, ranks, titles, geographical names, addresses, names of various places, landmarks, ships, airplanes, hotels, parks, museums, cultural monuments, names of great and famous people, names of famous paintings, musical works, symbols, measures and units of measurement, etc. The fulfillment of these exercises are extremely important in the process of teaching SI translation for several reasons. Firstly, experience shows that the most serious distortions of meaning are due to misperception and often misunderstanding of precision information, and the consequences of such errors can be very significant. Secondly, very often such information units can be semantic milestones, reference points of memory. Thirdly, they can carry the main semantic load in a statement, taking it beyond the limits of banality, in other words, they can be the

root cause of the statement. That is why the course provides for these exercises practically throughout the entire period of study. Reading is done in the first lessons, and then the repetition of information units recorded by different native speakers of English in audio files is practiced.

Translation exercises. This group of exercises includes exercises that are designed to build the basic translation skills and abilities required for listening translation.

Exercises on grammatical difficulties of translation. Their main purpose is for students to memorize the main approaches to translating grammatical constructions that present difficulties.

Exercises on lexical difficulties. The purpose of these exercises is to illustrate and analyze with students the possibility of applying certain lexical transformations, as well as to familiarize them with some lexical nuances when translating certain concepts (e.g., when translating the translator's so-called "false friends", etc.).

They can be presented both from the screen for visual-verbal translation and by ear, with the obligatory preliminary explanation and demonstration of a sample translation.

Translation by ear of separate sentences without and with recording. Despite the fact that these exercises contribute to the development of memory, they contain certain lexical and grammatical difficulties that require one or another translation technique or transformation. In addition, they also include one-to-one correspondences, so they also have the aim of consolidating equivalent pairs. These exercises are presented to the students with the voice of the teacher.

Translation with repetition. Translation with repetition is performed at the first stage visually-verbally, and later - by ear. These exercises are designed not only for memory development, as they require maximum concentration, but also for fixing the most correct translation variants in the students' minds by repetition. They are also very conducive to improving concentration.

Visual-verbal translation. Visual-verbal interpreting is offered by the teacher in almost every class, both as separate exercises and when translating the main text of the class with reference to the transcript. When translating an unfamiliar text with the support at the moment of translation, the translation is performed from a sheet of paper. This course provides for both variations of this type of translation at all stages of the course. The text of these exercises can be displayed on the screen.

The teacher works with the main text of the lesson. The above exercises are important, but nevertheless they are all subordinate to the main task of the teacher - to work with the students on the main text of the lesson.

After completing the preparatory exercises, the SI of the text (or part of the text) from the previous lesson must be practiced.

The professor designs the lesson plan in such a way that the types of exercises alternate. This is necessary to overcome the monotony of the lesson, to keep the interest and attention of the students on a particular work.

Before the lesson, the professor thoroughly familiarizes himself with the main text of the lesson, paying special attention to constructions that are difficult to translate, places where speech compression is possible, determines the most appropriate translation options for the most significant or complex sentences, selects the necessary equivalent pairs, offers translation options for non-equivalent vocabulary, etc.

The lecturer not only works with the paper version, but also listens to the audio file.

If necessary, the professor translates part or all of the text into Russian.

If necessary, the lecturer translates part or all of the text into Russian, creates a file with parallel texts for easy identification of equivalent pairs and fixation of errors.

During the performance of the main text by the SI listeners, the lecturer continuously monitors the work and the quality of translation of all listeners, alternately connecting from the console to one or the other booth. However, it is desirable to focus on 2-3 listeners during this process, and keep the others in tension. At the same time, it is necessary to try to record all the errors heard, to single out the main and typical ones, and to make a review of the translation immediately after the passage is finished.

During the class, at his/her discretion, the teacher records the translation of the students and plays the translation of one of them in the classroom, analyzes it and fixes mistakes. It is recommended to offer the same text to the students again after this analysis. It is recommended that a detailed analysis of the recording of the translation of a not very large passage of text be done after a lesson.

It is not recommended to make the listeners perform simultaneous interpreting for more than 15 minutes without a break.

15 minutes without a break. The lecturer should not forget that the best way for the student to learn is to change language activities (alternation of types of exercises).

When bringing the homework (main text) to the students, the professor should comment on it, point out the difficult places for translation, give his/her own variants of their translation and draw the students' attention to the essential points of the content, advise where to find additional information on the topic of the text.

#### Recommendations for working with the material (for students)

The main work of the student is to prepare homework, which includes preparation for the SI of the main text, which in the 1st semester is always accompanied by a paper version or is in a text file. (Sometimes the original text is also accompanied by its translation)

Having received such homework, the listener performs it in the following order.  
sequence.

First of all, it is recommended to recall the teacher's comments to the text, then read it, identify its difficult places for translation, write out in your dictionary all previously unknown or unfamiliar terms. It is recommended to pay special attention to word combinations and verb constructions. If there come across an unfamiliar word or a word in which the meaning is not clear, it is necessary to refer to the dictionary and carefully study the entire dictionary entry. After lexical and grammatical processing of the text, the listener listens to the audio file once and notes for himself difficult places for perception, and then proceeds with its written translation (in the first semester it is obligatory to do it, in the second and third semester - if necessary, fully or partially).

Written translation is performed taking into account the specificity (linearity) of simultaneous interpreting, which is characterized by a strict time deficit. The listener then listens to the text with stops and edits his/her translation. After that, at least three times, and more if necessary, the listener reads his/her translation simultaneously with the audio text. The listener then performs the SI with reference to the original text only at least two times. If the professor has asked the student to prepare the text for the SI in class without reference to the original text during the translation, it is obvious that during the preparation at home, the student must perform the SI without reference to the text at least three times. It is very useful to record one's translation in a file and then analyze it on the basis of the original text or the written translation.

Practice shows that such an algorithm of organizing work at home is very effective and leads to good results.

It is important for the listener to pay attention to the "presentation", i.e. the design of the translation, when playing back such a recording. Such self-control allows you to get rid of speech garbage, improve your speech, and achieve "dictatorial" clarity of speaking. Speed reading exercises are very helpful in achieving clear diction. Speed reading is necessary for SI because it loosens the articulation apparatus and develops oral motor skills. In speed reading it is necessary to set a high bar for oneself every time and strive to overcome it. However, it should be remembered that speed reading only "counts" when all the norms of pronunciation are observed, all the words are pronounced clearly, articulately, that is, when the speech is well perceived by ear. Particular attention should be paid to the accurate reproduction of numerals, since it is precisely this, i.e. perception rather than recall, that is the main purpose of these exercises.

In the case where the instructor provides listeners with an existing

If the instructor provides the audience with an existing translation of the presentation, the task is simplified. It is recommended to first combine the translation file and the original file, arranging the texts in two parallel columns. Then it is necessary to make a print-out of this material and, armed with a pen, edit the text taking into account linearity and other features of simultaneous interpretation. It is then recommended to edit the electronic document. (It is also possible to edit in the file and then print it out.) After that, it is necessary to select equivalent pairs in the file or with a felt-tip pen and write them out in your dictionary. When editing an existing translation, or when making your own translation

It should be remembered that transformations are used when encountering difficulties in translation, that the transformation itself is not an end in itself, that it must be justified and justified, i.e. the principle of "sufficient reason" should be followed. It should be emphasized that when preparing a text at home for simultaneous translation in class, it is not recommended that the listener memorize the text by heart. The listener then proceeds to the simultaneous reading of the edited translation and directly to the SI.

- first with the translation, then with the original, and finally without any support.

The listener should not forget that visual-verbal interpretation and, in particular, interpretation from a sheet of paper is the only form of translation.

sight-reading is the only type of interpretation that provides the opportunity to practically master the skills and abilities of SI. It should be firmly remembered that sight-verbal translation "to oneself" is not translation, but a waste of time.

The rest of the homework exercises are carried out in accordance with the specific instructions given in class.

In conclusion, it should be said that the student should be aware of the fact that good results and the declared competences can only be obtained by strictly following the instructor's instructions and making every effort to acquire SI skills.

It is also necessary to realize that the acquired skills need to be maintained and the best field for realizing this goal is practical work.

\* - The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

## **8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION**

The assessment toolkit and the grading system\* to evaluate the competences formation level (competences in part) upon the course study ""Simultaneous Translation Workshop for Multinational Corporations" completion are specified in the Appendix to the course syllabus.

<https://esystem.rudn.ru/course/view.php?id=11046>

\* - The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

**DEVELOPERS:**

**Ass. Professor FLD EF**

\_\_\_\_\_  
Position, Educational Department

**V.V. Sibul**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name and Surname

**HEAD OF THE HIGHER EDUCATION PROGRAMME:**

**FLD EF**

\_\_\_\_\_  
Educational Department

**E.N. Malyuga**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name and Surname