COGNITIVE MECHANISMS IN INTERPRETATION PROCESS

Ermuxammedova Nozima Shovkatjon-Qizi
Mirzo Ulug'bek nomidagi
O'zbekiston Milliy Universiteti
Xorijiy filologiya fakulteti Tarjima nazariyasi
va qiyosiy tilshunoslik kafedrasi Sinxron tarjima mutaxassisligi
1 – kurs magistranti.

Abstract: Tarjima tillarni, kontekstni va muloqot dinamikasini chuqur tushunishni talab qiladigan kognitiv vazifadir. Ushbu maqola tarjimonlarning lingvistik qiyinchiliklarni qanday boshqarishi, ma'lumotni qayta ishlash va ma'noni to'g'ri etkazishiga oydinlik kiritib, talqin qilish jarayonida ishtirok etadigan murakkab kognitiv mexanizmlarni o'rganadi.

Keywords: cognitive mechanisms, communication dynamic, interpreter, semantic interpretation, lexical access, language comprehension, cognitive models of interpretation.

Interpretation is a cognitive task that demands a deep understanding of languages, context, and communication dynamics. This article explores the intricate cognitive mechanisms involved in the interpretation process, shedding light on how interpreters navigate linguistic challenges, process information, and convey meaning accurately.

Interpretation, as a cognitive task, engages a myriad of mental processes to decode, understand, and reproduce messages across languages. It requires not only linguistic proficiency but also cognitive flexibility, working memory capacity, and problem-solving skills. In this section, we will delve into the cognitive mechanisms that underpin the interpretation process.

Cognitive load and information processing:

Interpreters confront a significant cognitive load during the process of interpretation, as they must juggle incoming information, linguistic analysis, and output generation simultaneously. This cognitive load can vary based on factors such as the complexity of the language, the speed of speech, and the presence of cultural nuances. Interpreters must efficiently allocate cognitive resources to different tasks, prioritize information, and manage attention to ensure accurate interpretation.

Language comprehension and production:

The interpretation process involves rapid language comprehension and production cycles, where interpreters must listen, analyze, and speak in near real-time. This requires robust language processing skills, including lexical access, syntactic parsing, and semantic interpretation. Interpreters rely on their linguistic knowledge, cognitive schemas, and context cues to decode meaning, make inferences, and convey messages fluently.

Cognitive models of interpretation:

Various cognitive models offer insights into how interpreters navigate the complex task of interpretation. The Interactive-Activation Model posits that lexical items are activated simultaneously in the mind, competing for selection based on contextual cues and linguistic constraints. This model highlights the interactive nature of lexical processing and the dynamic nature of language comprehension in interpretation.

Working memory and interpretation

Working memory plays a significant role in the interpretation process, enabling interpreters to hold information temporarily, manipulate linguistic structures, and coordinate cognitive tasks. Interpreters with higher working memory capacities are better equipped to handle complex linguistic input, manage cognitive demands, and produce accurate translations efficiently. Working memory capacity influences attentional control, cognitive flexibility, and decision-making processes during interpretation.

Cognitive strategies and problem-solving

Cognitive strategies and problem-solving skills are one of the most necessary skills every interpreter should have to overcome challenges in the interpretation process. They may use techniques such as chunking, note-taking, paraphrasing, and inferencing to enhance information retention, streamline processing, and bridge lexical gaps. Problem-solving skills enable interpreters to adapt to unexpected situations, resolve communication ambiguities, and maintain coherence in their interpretations.

In conclusion, the interpretation process is intricately intertwined with cognitive mechanisms that govern language processing, working memory functions, and problem-solving strategies. By understanding and honing these cognitive skills, interpreters can enhance their performance, accuracy, and efficiency in navigating the complexities of cross-linguistic communication.

References:

1. Sadullaeva N., Sapaeva D. Analysis of Eponyms in the Terminology of Dermatovenerology //Annals of the Romanian Society for Cell Biology. – 2021. – C. 452-459.
2. Sadullaeva, N., & Bakhtiyorova, M. (2021). Reflection of Onomastic Principles in Naming. Annals of the Romanian Society for Cell Biology, 3001-3007.
3. Sadullaeva N., Burieva U. The Peculiarities of Incomplete Sentences in Modern English //Annals of the Romanian Society for Cell Biology. – 2021. – C. 3008-3020
4. Sadullaeva S., Arustamyan Y., Sadullaeva N. Shifting the assessment paradigm from knowledge to skills: Implementation of new appraisal procedures in EFL classes in Uzbekistan //International Journal of Innovative Technology and Exploring Engineering. – 2019. – T. 9. – №. 1. – C. 4943-4952.
5. Arustamyan, Y., Siddikova, Y., Sadullaeva, N., Solieva, M., & Khasanova, N. (2020). Assessment of Educational Process and its Organization. International Journal of Psychosocial Rehabilitation, 24(S1), 573-578.
6. Nilufar S., Elvira A. GENDER SPECIFICITY OF PEDAGOGICAL DISCOURSE //INTERNATIONAL SCIENTIFIC CONFERENCES WITH HIGHER EDUCATIONAL INSTITUTIONS. – 2023. – T. 3. – №. 08.05. – C. 187-190.
7. Gulnoza K., Sadullaeva N. LINGUISTIC FEATURES OF GLUTTONIC DISCOURSE.
8. Solovova E.N.Chet tillarni oʻqitish metodikasi. Ma'ruzalarning asosiy kursi.- M.: Ta'lim, 2002 - 238 b.
9. Saxarova I.I. Chet tilini oʻqitish metodikasi. Oʻquvchi.- M.: Ta'lim, 1999 - 203 b.
10. Jalolov J. Chet til oʻqitish metodikasi.-T.: Oʻqituvchi, 2012.-59-60 b.
11. Crandall J.J. Cooperative language learning and affective factors. – Cambridge, UK: Cambridge University Press. 1999. – P. 226-245

12. Ellis R. The place of grammar instruction in the second/foreign language curriculum. In E. Hinkel & S. Fotos (Eds.) New perspectives on grammar teaching in second language classrooms. – Mahwah, N.J.: Lawrence Erlbaum. 2002. – P. 17-34.

13. Djafarova, Dildora, Yaxshiboyeva Nodira, and Abdullayeva Zulfiya. "Socio-Cultural Memory And Its Reflection In French Phraseology." Journal of Positive School Psychology (2022): 2883-2889.

14. Yaxshiboyeva, Nodira. "Reconstruction of coloristic expressions in erkin azam's" noise" and" pakana's love"." Конференции. 2021.

15. Ilhomovna, Djafarova Dildora, and Bobokalonov Odilshoh Ostonovich. "Interaction of Language Games in the Articulation of "Historical Memory" Within French and Uzbek Phraseology." American Journal of Language, Literacy and Learning in STEM Education (2993-2769) 2.1 (2024): 348-354.

16. Ilhomovna, Djafarova Dildora, Bobokalonov Odilshoh Ostonovich, and J. A. Yakubov. "Archaic Phraseological Units as Windows into "Historical Memory" in French and Uzbek Linguistic Traditions." American Journal of Public Diplomacy and International Studies (2993-2157) 2.1 (2024): 163-169.

17. Ilhomovna, Djafarova Dildora. "Phraseological Units Expressing" Memory"/" Mémoire" in Linguistics and their Analysis through Texts." Best Journal of Innovation in Science, Research and Development 2.11 (2023): 490-492.

18. Яхшибоева, Нодира. "Таржима жараёнида маданиятлараро мулоқотнинг социолингвистик хусусиятлари." Академические исследования в современной науке 2.17 (2023): 165-169.

19. Иногамова, Ф. М., and Н. Э. Яхшибоева. "Фразеологик маънонинг конвенциаллиги." Academic research in educational sciences 3.5 (2022): 1176-1182.

20. Яхшибоева, Н. (2023). Туристический дискурс как один из особых видов институционального дискурса. International Bulletin of Applied Science and Technology, 3(6), 879-884.

21. Яхшибоева, Нодира. "The role of tourism terminology in french." O'ZBEKISTON MILLIY UNIVERSITETI XABARLARI, 2023,[1/4] (2023).

22. Geertz, Clifford (1973). The Interpretation of Cultures: New York: Basic Books

23. Gile, Daniel. (2009). Basic Concepts and Models for Interpreter and Translator Training (Revised ed.). Amsterdam/Philadelphia: John Benjamins Publishing Company.

24. Ingram, Robert M. (1978). Sign language interpretation and general theories of language, interpretation and communication. In David Gerver & H. Wallace Sinaiko (Eds.), Language Interpretation and Communication (pp. 109–118). New York: Plenum Press.

25. Langacker, Ronald W. (1987). Foundations of Cognitive Grammar: Volume I, Theoretical Foundations. Stanford: Stanford University Press.

26. Langacker, Ronald W. (2008). Cognitive Grammar: A Basic Introduction. New York: Oxford University Press, Inc.

27. Tomasello (Ed.), The New Psychology of Language: Cognitive and Functional Approaches to Language Structure (pp. 1–40). Mahwah, NJ: Erlbaum.