



## CURRENT ISSUES IN TRAINING ARABIC SIMULTANEOUS INTERPRETERS

*Kazakbaev Akbar Akmaljanovich, (PhD)*

*Associate Professor, Department of Arabic Language and Literature Al-Azhar,  
International Islamic Academy of Uzbekistan*

**Abstract.** This article analyzes the current issues and modern approaches in the training process for specialists performing simultaneous interpretation from/into Arabic. It emphasizes that simultaneous interpreting is an extremely complex cognitive process, and features specific to the Arabic language, such as diglossia, dialect diversity, and cultural specifics, create additional challenges in interpreter training. The article highlights the core competencies (linguistic, cognitive, communicative, cultural) that need to be developed in future interpreters, effective methods for organizing the training process (simulation, use of technology, specific exercises), and assessment criteria, based on scientific research and international experience from the last 10 years.

**Keywords:** simultaneous interpreting, Arabic language, interpreter training, translation studies, competencies, diglossia, dialects, cognitive load, simulation, translation technologies.

### INTRODUCTION

In the context of globalization, the intensification of intercultural and interstate communication has sharply increased the demand for simultaneous interpreting. The growing political, economic, and cultural influence of the Arab world on the international stage strengthens the need for professional specialists capable of providing high-quality simultaneous interpretation from/into Arabic. Simultaneous interpreting is an extremely demanding activity requiring several complex cognitive operations such as listening to speech, understanding, analyzing, re-coding, and re-expressing it in another language almost simultaneously [8].



Specific features of the Arabic language – the difference between the literary language (Fusha) and numerous dialects (Ammiyya) (diglossia), a rich cultural context, complex grammatical structure – further complicate the simultaneous interpreting process and place special demands on the interpreter training system. Traditional interpreter training methods may not fully meet today's requirements. Therefore, identifying the current issues in training Arabic simultaneous interpreters and seeking modern, scientifically grounded ways to address them is of significant importance. This article aims to shed light on these very issues.

## MAIN PART

The following current issues exist in the training of Arabic simultaneous interpreters:

**Developing Core Competencies.** A professional simultaneous interpreter must not only have perfect command of both languages (linguistic competence) but also possess high-level cognitive abilities (memory, concentration, quick thinking, multitasking), communicative skills (fluency, clarity, public speaking), subject matter knowledge (domain competence), and cultural competence (understanding intercultural differences, conveying cultural references correctly) [8, 6].

**Problem:** Training programs often emphasize only linguistic competence, potentially neglecting aspects like cognitive exercises, stress management, and teaching cultural nuances. **Solution:** Curricula should incorporate cognitive training (e.g., shadowing, memory development exercises, attention division exercises), intercultural communication training, and specialized courses for specific fields (politics, economics, medicine).

**The Problem of Diglossia and Dialects:** Although Modern Standard Arabic (MSA) is primarily used in formal events, dialectal elements may appear in informal communication, live interviews, or speakers' discourse. The simultaneous interpreter must be prepared for both situations [1].

**Problem:** Most training programs focus mainly on the literary language, often inadequately preparing students to understand and interpret various dialects.



**Solution:** Integrate authentic audio and video materials in different dialects (Egyptian, Levantine, Maghrebi, Gulf) into the training process, introduce the main features of dialects, analyze code-switching instances between literary language and dialect, and conduct interpreting exercises involving them. *Example:* Have students listen to a clip from an Egyptian dialect film and interpret it into literary Arabic or the working language.

**Effective Use of Modern Technologies:** Digital technologies offer significant potential for improving the simultaneous interpreter training process. These include specialized training software, modern analogues of language labs, remote interpreting platforms, electronic dictionaries, and glossaries [3].

**Problem:** The material and technical resources of educational institutions may not always meet modern requirements, and instructors' skills in using technology might be insufficient. **Solution:** Integrate simulation software (e.g., Interpret-VR, BlackBox) into the training process, teach the use of Remote Simultaneous Interpreting (RSI) platforms, and train students to work with electronic dictionaries and terminological databases. *Example:* Students can practice interpreting speeches into a microphone using simulation software in a virtual conference room.

**Lack of Practical Exercises and Simulation:** Simultaneous interpreting is a practical skill that cannot be mastered through theoretical knowledge alone. Regular practical exercises and simulations closely resembling real conditions are crucial [10].

**Problem:** Limited class hours, lack of specially equipped booths (simultaneous interpreting booths), or limited access to them can restrict the volume of practical training. **Solution:** Increase the share of practical exercises in the curriculum, maximize the use of existing booths, practice interpreting speeches of varying difficulty levels under laboratory conditions (progressing through stages like consecutive shadowing, simultaneous interpreting with text, sight translation), and organize participation as observers or interns in real conferences or events.



**Ambiguity of Assessment Criteria:** Objectively assessing the quality of simultaneous interpreting is complex. It requires considering numerous factors beyond linguistic accuracy, such as completeness of content delivery, fluency, correct use of terminology, and preservation of style.

**Problem:** The lack of clear and standardized assessment criteria makes it difficult to monitor the learning process and track student progress. **Solution:** Develop and apply clear assessment criteria and scales based on international experience (e.g., relying on recommendations from AIIC - The International Association of Conference Interpreters), introduce peer assessment practices, and establish a system for providing constructive feedback through the analysis of interpreting recordings [8].

## CONCLUSION

Training Arabic simultaneous interpreters is a multifaceted and complex task that requires not only deep linguistic knowledge but also developed cognitive abilities, cultural competence, and skills in using modern technologies. The problem of diglossia and dialects adds further challenges to this process. To address these current issues, training programs should be oriented towards developing comprehensive competencies, giving more space to authentic materials and dialect studies, increasing the volume of simulation and practical exercises, actively integrating modern technologies, and developing clear assessment criteria. Only such a systematic and modern approach will enable the training of professional specialists who meet international standards and can provide high-quality simultaneous interpretation from/into Arabic.

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