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## СТУДЕНЧЕСКИЕ КОНКУРСЫ УСТНОГО ПЕРЕВОДА – ВЗГЛЯД СТУДЕНТА

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В статье рассматривается вопрос о необходимости сбора, анализа и учета мнений студентов, принимающих участие в студенческих конкурсах, на примере Второго международного студенческого конкурса устного последовательного перевода Tri-D-Int, состоявшегося 22-23 марта 2018 г. в Санкт-Петербургском политехническом университете Петра Великого. Подчеркивается, что наиболее эффективной и полезной является комплексная система сбора данных, состоящая из трех разделенных во времени частей: (1) сессия обратной связи с членами жюри сразу после окончания конкурса или на следующий день; (2) стандартное заочное анкетирование в интернете несколько дней спустя после проведения конкурса; и (3) эссе, которое конкурсанты пишут спустя несколько недель после окончания конкурса. Во время сессии обратной связи конкурсанты обычно задают вопросы, связанные непосредственно со своим выступлением и полученной оценкой, а также конкретные вопросы в отношении техники и тонкостей последовательного пе-

ревода. При заочном анкетировании, проводимом с помощью Google Форм, участники при желании могут сохранять анонимность, но, как правило, практически все указывают свое имя. Участники оценивают конкурс в целом, подготовительный этап, процедуру проведения конкурса, квалификацию и объективность жюри, а также имеют возможность дать свои рекомендации по улучшению проведения студенческих конкурсов устного перевода в будущем. Третья, наиболее трудная для сбора часть опроса, представляет собой эссе, в котором конкурсанты по прошествии некоторого времени могут осмыслить и в свободном стиле обобщить свой опыт участия в конкурсе, а также выразить свое отношение к обратной связи, полученной от членов жюри. Далеко не все участники готовы уделить время написанию такого текста. В статье анализируются эссе двух участниц конкурса из Нового болгарского университета.

ОБУЧЕНИЕ УСТНОМУ ПЕРЕВОДУ; ПОСЛЕДОВАТЕЛЬНЫЙ ПЕРЕВОД; КОНКУРС УСТНОГО ПЕРЕВОДА; СЦЕНИЧЕСКОЕ ВОЛНЕНИЕ; АНКЕТИРОВАНИЕ; МНЕНИЕ СТУДЕНТА

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Международный конкурс последовательного перевода для студентов, проходивший в марте 2018 года на площадке Санкт-Петербургского политехнического университета Петра Великого (СПбПУ), стал действительно масштабным мероприятием. В конкурсе приняли участие студенты вузов Москвы, Санкт-Петербурга, Софии, Пловдива, Перми, Тюмени, Челябинска, Нижнего Новгорода, Липецка. Организаторы, зрители, и участники конкурса отметили, что за год, прошедший со времени проведения первого конкурса, произошел значительный рост как в количественном, так и в качественном плане [1].

Одной из причин возросшего интереса к конкурсу является постоянное внимание, уделяемое его организаторами к обеспечению обратной связи с конкурсантами и членами жюри. Разработана комплексная система сбора данных, состоящая из трех разделенных во времени частей: (1) сессия обратной связи с членами жюри сразу после окончания конкурса или на следующий день; (2) стандартное заочное анкетирование в интернете несколько дней спустя после проведения конкурса; и (3) эссе, которое конкурсанты пишут спустя несколько недель после окончания конкурса.

Во время сессии обратной связи конкурсанты обычно задают вопросы, связанные непосредственно со своим выступлением и полученной оценкой, а также конкретные вопросы в отношении техники и тонкостей последовательного перевода. Сессии обратной связи, в режиме реального времени или в письменной форме, являются важной, иногда даже обязательной, частью большинства конкурсов исполнительского мастерства [2; 3; 4].

При заочном анкетировании, проводимом с помощью Google Форм, участники при желании могут сохранять анонимность, но, как правило, практически все указывают свое имя. Участники оценивают конкурс в целом, подготовительный этап, процедуру проведения конкурса, квалификацию и объективность жюри, а также имеют возможность дать свои рекомендации по улучшению проведения студенческих конкурсов устного перевода в будущем. Подобное анкетирование позволяет получить ответы на конкретные вопросы, интересующие организаторов.

Третья, наиболее трудная для сбора часть опроса, представляет собой эссе, в котором конкурсанты по прошествии некоторого времени могут осмыслить и в свободном

стиле обобщить свой опыт участия в конкурсе. Далеко не все участники готовы уделить время написанию такого текста. Тем не менее, это очень важный этап профессионального развития студента, когда он осмысливает не только свой личный опыт, но и замечания и критику преподавателей и, в данном случае, членов жюри конкурса [5; 6; 7]. В статье анализируются с этой точки зрения эссе двух участниц конкурса из Нового болгарского университета (НБУ).

Не отрицая необходимости сбора и анализа оценок студентов, некоторые авторы ставят под сомнение валидность оценок студентов, особенно в отношении работы преподавателей, а также не могут полностью воспринять студента как потребителя или клиента [8]. Так, например, высказывается мнение, что студент всегда правым быть не может и что удовлетворенность студентов предоставляемым образованием не может находиться в прямой зависимости с качеством этого образования [9].

В такой позиции есть своя логика. Оценка любой услуги субъективна, а оценка услуг сферы образования затрудняется наличием неизбежной асимметрии компетентности потребителя и поставщика услуг. Квалификация студента как потребителя образовательных услуг часто недостаточна для объективной оценки качества предоставляемых услуг, при этом в высших учебных заведениях асимметрия компетентности усиливается из-за сложности содержания предоставляемых услуг [10; 11; 12; 13].

Сама идея образования подразумевает, что студент не является пассивным реципиентом знаний и оценок своего преподавателя. Студенты должны учиться на своих ошибках и иметь дело с последствиями своих действий, а также учиться критически оценивать свою работу [14; 15]. Это относится также и к участию студентов в различных конкурсах, в том числе в конкурсах устного перевода.

В качестве примера приводим два эссе на английском языке, написанные *Еленой Павловой* и *Калиной Вырбановой* – студентками бакалавриата НБУ, принявшими участие во Втором студенческом конкурсе устного перевода в СПбПУ Петра Великого в 2018 году.

### 1. Elena Pavlova

The interpreting competition in St. Petersburg was one of a lifetime chance. I cannot begin to describe what the whole experience meant to me.

It was other normal day as my colleague and I went to class. Entering the room our professor greeted us. A few seconds later, after a small chat he told us about the contest and we got very excited. It was the second annual competition and our professor was part of the establishment of this competition. Without a doubt we agreed, arranged our documents for the visas and after that, time flew by quickly.

Every lesson after that in Translation and Interpreting class was to help us prepare and our professor was strict and gave us more critique. Because we didn't know what the topic would be we practiced in different fields: sports, politics, economics, arts and etc. With Kalina we practiced at home, to evaluate each other. Nothing better for your best friend to tell you how bad/good your performance is.

We went through a bit of a hard time because when it came to politics there was specific terminology and we had to study more.

Just in February, before the competition I traveled a lot and our professor called us to perform simultaneous interpreting at seminars at NBU. It was a very busy month. That was the kind of training we needed. We interpreted for a psychologist, a theater teacher, diplomats about diplomacy and economics and that prepared us a lot for the competition, we had a basic grasp of how things would go.

No sooner than that March came and a snow storm had just hit. We had huge delays

with the flights. When we landed in Germany a blizzard hit and around four hours we were stuck at the airport. Finally we reached St. Petersburg, and the city was amazing. It was full of culture, history, warm hearted people and our stay was quite pleasant.

Before this competition I hadn't participated in anything like that. It was such a thrill! We learned that our topic would be about FIFA WORLD CUP 2018, which happened to be in same city we stayed in.

Our stay was a weeklong one, every morning we had classes at the University in English literature, practical English and of course Interpreting and Translating. It was really nice the teachers treated us as part of the class and gave us work to do and we took part in the classes thoroughly. We also attended interpreting classes by Prof. Boris Naimushin and Prof. Maria Stepanova.

The day of the competition came and it was nerve wracking. We had agreed to the competition because it was exactly what we were studying for and knew that it would help us in the future. But as we saw all the other participants I started to have doubts about my English and my interpreting skills. Each one of us pulled out a number and then we were directed to a hall room. It was so big and the room was filled within minutes. We were given a description of the contest that it was in partnership with New Bulgarian University and this was the second edition and hope to make it international with more languages and to become an annual competition. After that the jury was introduced and we were split into two groups. Thankfully my colleague and I were together and she was the first one to enter!

I cheered her on and as she went inside nervousness took over. I tried speaking to the other candidates, but the only thing I got was blank stares and silence. Nobody spoke, it was complete silence. I retreated somewhere in a corner and waited for my turn.

As I entered it was already over, it passed in a flash. The atmosphere in the room was much calmer and the participants that had passed already were chatting with one another, that calmed me a bit. I went up, introduced myself and prepared my notepad just in case. Then they put on the interview, there were a few moments where the sound wasn't so good, because the speaker had moved away from the microphone, but that shouldn't be a problem for me. I interpreted and gave it my all. I received a mark just a few points below Kalina's, good enough for me.

The first part of the competition was consecutive interpreting meaning you had to listen to somebody talk for a few minutes and after they ended their speech you interpret. In most cases you need to use a notepad to write down key word, name and etc. It was an interview with a famous football player about Fifa World Cup 2018 that Russia will be hosting this year. As we finished it was announced that Kalina will be moving on to the second round and we were so excited for her.

We went back into the main hall and another interview was played. Kalina went to the stage and I shouted lightly «Go Kali» to which I received annoyed faces, but that was my friend there and I had to be supportive.

In the second part of the competition everybody gathered in the main hall and one by one the people with the highest score had to go on stage and interpret the second part of the interview. It was divided in two parts – the English text was the same for everybody, but there was in Bulgarian for us to interpret in English and vice versa. The same interview was also played in Russian and English. We supported our colleague and we tried to motivate her from the audience which worked.

The interpreting went smoothly and she came back and after that it was just a blur. It was time for the winners to be announced. We all congratulated them and my colleague received a special gift for participating in the

second round. After that we were about to leave when suddenly were surround with people out of nowhere. A few of them were apologizing to me that they didn't speak when I tried to talk to them and told us we did well, that actually made the day even better. Russian students came in first, second and third and they were quite amazing students with really good English.

So many emotions took over that day. Mostly it was excitement and I was barely containing myself! Later that evening we had a small celebration an the Bulgarian Consulate and we had time to chat with the other participants and make good memories. Our professor also congratulated us and we felt good that we had achieved something.

Having the opportunity to be there and to know that we had achieved something and to represent Bulgaria was worth it. We were there not only to show how much we know, we were there to represent our country.

The travel expenses for the competition weren't sponsored by our university, so we each had to take the chance and for me personally ask my parents. Thankfully I have very supportive parents and they were pleased with the idea and told me that it would be good experience.

It was an unforgettable experience is what I can say! So many emotions and it was over so quickly. When you are having fun time flies by. It was a valuable learning experience. It helped me broaden my horizon, being able to learn alongside interpreters from other countries. It made me realize that learning can take place also outside of the classroom, but the irony was that one of the groups in the competition held it in a classroom. It was also an opportunity to challenge and push myself and become a better me. Regardless of the result, I benefited a lot from this competition. I am glad I took the chance and I would do it all over again!

I might have not won a prize, but I won experience, knowledge and motivation.

## 2. Kalina Varbanova

My colleague and I were informed about the contest by our teacher of interpreting who months before the event itself told us about the possibility of our competing in it. Even then we agreed instantly, despite the fear probably both of us felt because we have never participated in such competitions. I have gone to olympiads in English grammar, but that was just like taking a test and I did not have to stand in front of an audience and interpret.

My decision to participate was fueled by the constant voice I have in my head that says «what if.» It was a great opportunity and I knew I had to take it. Also, we got to see a country we have never been to, which was a bit of a shock. Everyone said how much Russia is like Bulgaria but they barely had anything in common, which made the journey much more interesting.

When it comes to interpreting and translating, I used to say that I prefer translating. You do not need to stand in front of an audience or make contact with anyone, no one listens to your voice and you have a bit more confidence behind the screen. Because of this I was a bit worried whether I would do well or not. After that though, I no longer prefer translating. I did not win the contest but I won against my stage fright.

As far as preparing goes, our professor helped us a lot. He had us practice in every class and he did not let us go easy. We practiced at home, read about the topic, which we did not know beforehand. To be honest, interpreting for something you have no interest in is probably the most difficult part of interpreting.

When we left for Russia, the contest was the last thing on my mind. My mother was going into hospital for major surgery the day after our flight, and my entire week was spent in worrying and trying to enjoy St. Petersburg. My colleagues, who are my friends, helped with that quite a lot and I am very grateful

that they were the ones I was there with. But this was not the only hoop that needed to be jumped through. After going on long walks in the snow, visiting lectures all week which were helpful for our University studies as well, on the morning of the competition, my colleague's boot zipper gave way, exactly on that important morning of all days! I was sure something would happen but I expected it to be of the sort that we got lost, not something so comic. She had to bandage the boot and looked injured for the rest of the day, until we got a needle and a thread. I expected to be stressed and terrified but I was calm and in a surprisingly good mood, despite everything that was happening in my life at that time. We got to where the contest was being held and we met with the professors and some of the other contestants and we had to draw a number to decide the order of appearance of contestants. Of course, as fate would have it, my number was one.

The calmness disappeared for a while and panic got over me. I became overwhelmed with stage fright and my hands were shaking, my heart was racing and I felt like every word I knew in English was forgotten. Then we were taken to our respective rooms and as I was first, it went quickly, although I did not know where to stand. I received high points and proceeded to the second half of the competition. Videos were played for us, which we had to interpret. So far, so good. The second part, however, made me lose my calmness completely. The video that was played for Bulgarian to English was read by one of my University's students, who knowing full well what he was reading for, read as if he was auditioning for one of the pharmaceutical advertisements. At that point I thought that I would understand a lot more if I was interpreting the Russian video. Most of the time between the two parts of the contest, we did not really know what was happening. No one gave us any information, besides our lecturer.

During the contest itself we did not make much contact with any of the other contestants. However, at the gathering at the Bulgarian Consulate, we befriended the winner and later went out with him and he showed us around and gave us ideas which museums to visit on the rest of our days there.

The results of the contest are not a great disappointment but I believe if we compete again we will do much better, having already had this experience. The novelty of the entire journey affected us and also gave us fond memories and a lot of experience, plus we won a great friend – a colleague with whom we travelled and met for the first time. If we could do it all over again, I am sure we would, despite all the problems we encountered.

When we came back we started interpreting even more and our confidence grew a little bit, which made us braver. I think the reason most young translators refuse interpreting jobs is because they are either not confident in their skills or such as me suffer from stage fright and the mere thought of talking in front of many people gives them the feeling of terror. Participating as much as you can either in contests or just events is exactly what a young interpreter needs.

В представленных выше эссе довольно подробно описаны впечатления двух болгарских студенток от их дебюта в конкурсе устного перевода. Для организаторов особенно важны как положительные, так и критические замечания участников в отношении общей организации конкурса. При этом надо иметь в виду определенную субъективность восприятия студентами происходящего.

Так, например, Калина пишет, что студенты не получили никакой информации о том, что делать и куда идти в перерыве между первым и вторым турами конкурса. Подобные замечания высказывали и другие участники конкурса, как во время самого конкурса, так и в своих отзывах. При этом все участники получали данную информа-

цию в письменном виде до начала конкурса, а во время церемонии открытия конкурса, когда все участники находились в одном зале, процедура проведения конкурса была им еще раз подробно представлена. Тем не менее, наличие подобных замечаний говорит о необходимости дальнейшей работы выявления наиболее эффективных путей донесения информации до участников.

Критические замечания в отношении качества видеоматериалов, использованных во время конкурса, в целом справедливы. Выбор одного из двух возможных вариантов представления материалов для перевода является важным моментом в организации конкурса. Оба варианта – зачитывание текстов в момент проведения конкурса и демонстрация предварительно подготовленных видеозаписей – имеют свои достоинства и недостатки [1]. В случае заранее подготовленной видеозаписи все участники получают один и тот же материал, что обеспечивает равенство условий. При проведении конкурса в 2018 году было выявлено несколько проблем. Первая проблема состояла в том, что материалы, хорошо звучащие при прослушивании с компьютера в небольшом зале, звучали значительно хуже в большом зале. На это надо будет обратить особое внимание при подготовке следующего конкурса. Вторая проблема – это слишком быстрый темп записи речи на болгарском языке для перевода с использованием скорописи. И еще одна проблема – это некоторая неестественность записанных интервью, во время кото-

рых участники зачитывали предварительно написанный текст. При подготовке следующего конкурса будут сделаны записи свободного интервью.

Калина и Елена, как и большинство участников конкурса, отмечают необходимость психологической подготовки к конкурсу и наличие различной степени сценического волнения. В обратной связи студенты подчеркивают пользу подготовительного тренинга, проведенного для участников из СПбПУ Петра Великого непосредственно перед конкурсом [1]. Это показывает, что студенты осознают необходимость специальной подготовки к конкурсам устного перевода. Во время занятий отработывались навыки поведения на сцене, преодоления сценического страха, презентации перевода на публику.

**Выводы.** В заключение следует отметить, что используемая комплексная система сбора данных, состоящая из трех разделенных во времени частей, позволяет собрать достаточно полную и надежную информацию. Эта информация затем используется для внесения изменений в процесс подготовки и проведения Международного студенческого конкурса устного последовательного перевода Tri-D-Int в Санкт-Петербургском политехническом университете Петра Великого и так же может быть полезна организаторам различных студенческих конкурсов письменного и устного перевода.

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**Naimushin B.A., Varbanova K.O., Pavlova E.I. Student interpretation competitions – a student's view** The article discusses the necessity to collect, analyze and use student feedback on their participation in student competitions as exemplified by the Second International Student Consecutive Interpreting Competition Tri-D-Int held on 22-23 March 2018 at Peter the Great St. Petersburg Polytechnic University. The authors have tested the usability and efficiency of a phased data collection component of the feedback system. It consists of three separate elements spread over time: (1) a feedback session with the panel of judges after the award giving ceremony or on the following day; (2) a standard internet survey sent out 3-5 days after the competition; и (3) an essay which the students are asked to write several weeks after the competition. During the feedback session the contestants ask questions about their performance and the marks given by the jury members, and also specific questions about consecutive interpreting techniques and skills. The internet survey conducted with Google Forms is intended to solicit participant opinions on the competition in general, its preliminary and final stages, on the composition and objectivity of the jury, and make recommendations for improvement. Although the respondents have the option to maintain their anonymity, the majority of them reveal their identities. The essay, which some students are reluctant to write due to time constraints, aims to help contestants reflect on their experience and on the feedback from the judges. The article analyzes the essays of two competition participants from New Bulgarian University.

INTERPRETER TRAINING; INTERPRETATION; INTERPRETATION COMPETITION;  
PERFORMANCE ANXIETY; SURVEY; STUDENT OPINION

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