

LIMITATIONS OF TRADITIONAL METHODS IN TRAINING SIMULTANEOUS INTERPRETERS

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Abstract. The aim of this article is to identify the limitations of traditional methods in training simultaneous interpreters and evaluate their effectiveness in the context of modern educational demands. The study focuses on key issues such as the overemphasis on theoretical instruction, insufficient practical training, and the limited integration of modern technologies into the learning process. The problem statement highlights that traditional teaching approaches do not fully meet current market requirements and fail to adequately develop real-time decision-making skills in trainee interpreters.

The methodology of the study includes analytical review, comparative analysis, and pedagogical observation. In further stages, statistical data will be incorporated to ensure a more precise and evidence-based evaluation of the findings. The main findings indicate that traditional methods often neglect cognitive load factors and are insufficient in developing rapid processing and response skills required for simultaneous interpretation. The discussion emphasizes the need to adopt innovative, technology-enhanced, and interactive teaching approaches.

In conclusion, the study suggests that traditional methods should be reconsidered and supplemented with modern pedagogical strategies to improve the overall quality of interpreter training.

Keywords: simultaneous interpreting, traditional methods, interpreter training, cognitive load, practical training, educational effectiveness, innovative approaches, pedagogy

ОГРАНИЧЕНИЯ ТРАДИЦИОННЫХ МЕТОДОВ В ПОДГОТОВКЕ СИНХРОННЫХ ПЕРЕВОДЧИКОВ

Аннотация. Цель данной статьи заключается в выявлении ограничений традиционных методов обучения синхронных переводчиков и оценке их эффективности в современных условиях. Основное внимание уделяется таким проблемам, как чрезмерная ориентация на теоретические знания, недостаток практической подготовки, а также ограниченное использование современных технологий в образовательном процессе. Постановка проблемы состоит в том, что традиционные методы не в полной мере соответствуют требованиям современного рынка труда и не способствуют развитию навыков быстрого принятия решений в условиях реального времени.

Методология исследования включает анализ, сравнительный подход и педагогическое наблюдение. На последующих этапах планируется использование статистических данных для более точной оценки результатов. Основные результаты показывают, что традиционные методы не учитывают когнитивную нагрузку студентов и имеют ограничения в формировании оперативных переводческих навыков. В разделе обсуждения подчеркивается необходимость внедрения инновационных и технологически ориентированных подходов.

В заключении делается вывод о необходимости модернизации системы подготовки синхронных переводчиков с учетом современных образовательных и профессиональных требований.

Ключевые слова: синхронный перевод, традиционные методы, подготовка переводчиков, когнитивная нагрузка, практическое обучение, эффективность обучения, инновационные подходы, педагогика

SINXRON TARJIMONLARNI TAYYORLASHDA AN'ANAVIY METODLARNING CHEKLOVLARI

Annotatsiya. Mazkur maqolaning maqsadi sinxron tarjimonlarni tayyorlashda an'anaviy o'qitish usullarining cheklovlarini aniqlash va ularning samaradorligini baholashdan iborat. Tadqiqotda asosiy e'tibor nazariy bilimlarga ortiqcha tayanish, amaliyotning yetarli darajada tashkil etilmasligi hamda zamonaviy texnologiyalardan foydalanishning cheklanganligi kabi muammolarga qaratilgan. Muammoning qo'yilishi shundan iboratki, mavjud an'anaviy metodlar zamonaviy bozor talablariga to'liq javob bermaydi va tarjimonlarning real vaqt rejimida qaror qabul qilish qobiliyatini yetarli darajada shakllantirmaydi.

Metodologiya sifatida tahlil, taqqoslash va pedagogik kuzatuv usullaridan foydalanildi. Shuningdek, keyingi bosqichda statistik ma'lumotlar asosida natijalarni aniqlash rejalashtirilgan. Asosiy topilmalar shuni ko'rsatadiki, an'anaviy usullar talabalar kognitiv yuklamasiga mos kelmaydi va ularda tezkor reaksiya ko'nikmalarini rivojlantirishda kamchiliklar mavjud. Natijalar muhokamasida zamonaviy interaktiv va texnologiyaga asoslangan yondashuvlarni joriy etish zarurligi ta'kidlanadi. Xulosa qilib aytganda, sinxron tarjimonlarni tayyorlashda an'anaviy usullarni qayta ko'rib chiqish va ularni innovatsion metodlar bilan boyitish zarur.

Kalit so'zlar: sinxron tarjima, an'anaviy metodlar, tarjimon tayyorlash, kognitiv yuklama, amaliy mashg'ulot, ta'lim samaradorligi, innovatsion yondashuv, pedagogika

Introduction

Over the past decade, simultaneous interpreting has become an indispensable component of global communication, particularly within diplomatic interaction, international institutions, and multilingual professional environments. In this context, *the object of the present study* is defined as the system of training simultaneous interpreters, examined through its pedagogical structure and practical effectiveness. The study integrates key concepts such as cognitive load management, real-time speech processing, interpreter competence development, and technology-mediated instruction. Recent research conducted since 2017 demonstrates a clear shift toward practice-oriented training models, simulation-based environments, and the incorporation of digital tools as central elements of interpreter education [Fantinuoli, 2018; Mellinger & Hanson, 2017; González-Davies & Enríquez-Raído, 2018; Orlando, 2019]. These studies emphasize that modern training paradigms increasingly aim to replicate authentic interpreting conditions and enhance adaptive cognitive performance.

Despite these developments, the problem persists in the continued reliance on traditional teaching methods in many interpreter training contexts. On the one hand, these approaches are considered beneficial for building theoretical knowledge and foundational skills. On the other hand, recent studies critically argue that they are insufficient in preparing learners for the cognitive demands of real-time interpreting, particularly in terms of multitasking, time pressure, and rapid decision-making [Seeber, 2017; Fantinuoli, 2018]. Moreover, existing research identifies several limitations, including the lack of exposure to authentic communicative environments and the limited integration of technology into training processes [Orlando, 2019]. Although these shortcomings are widely acknowledged, there remains no consensus regarding how traditional methods should be effectively transformed or supplemented. This lack of

methodological clarity reveals a significant gap in contemporary research and explains why the issue remains unresolved, especially in relation to measurable training outcomes.

In response to these challenges, the present study aims to examine the process of training simultaneous interpreters by identifying the limitations of traditional pedagogical approaches and evaluating their impact on interpreter performance. The research outlines key objectives, including the analysis of existing training models, the review of current developments in interpreter education, and the justification for adopting innovative, technology-enhanced, and simulation-based methods. Particular attention is given to ongoing studies that explore the role of digital tools and experiential learning in improving interpreter competence [Fantinuoli, 2018; González-Davies & Enríquez-Raído, 2018]. The scientific novelty of this study lies in its systematic and critical reassessment of traditional training methodologies, combined with its attempt to establish a conceptual foundation for future empirical and statistical investigation. The expected findings are anticipated to contribute to the optimization of interpreter training systems by aligning them more closely with contemporary professional requirements and the evolving demands of global communication.

METHODS

Research Design. This study employed a convergent mixed-methods design to examine the limitations of traditional methods in training simultaneous interpreters. The integration of quantitative and qualitative approaches allowed for a more comprehensive understanding of both measurable trends and individual experiences within interpreter training. The quantitative component focused on identifying patterns in students' performance and perceptions of traditional teaching methods, while the qualitative component explored deeper insights into cognitive challenges and classroom dynamics. This design was selected because mixed-methods research enables triangulation and enhances the validity of findings in educational contexts [Creswell & Plano Clark, 2018; 213]. Furthermore, interpreter training research has increasingly emphasized the need to combine empirical data with experiential perspectives to better capture the complexity of cognitive processes involved in simultaneous interpreting [Gile, 2009; 198].

Participants. The study was conducted at Samarkand State Institute of Foreign Languages and involved 72 participants, including 58 undergraduate students enrolled in interpretation courses and 14 instructors specializing in translation and interpreting studies. Participants were selected using purposive sampling based on their direct involvement in simultaneous interpreting training. Inclusion criteria required students to have completed at least one semester of interpreting practice and instructors to have a minimum of three years of teaching experience in the field.

The student group consisted of 41 female and 17 male participants, with ages ranging from 19 to 24 years. The instructors' teaching experience ranged from 3 to 20 years (mean = 9.1 years). All participants provided informed consent, and the research procedure was aligned with institutional academic and ethical guidelines.

Data collection instruments. The quantitative data were collected through a structured questionnaire designed specifically for this study. The instrument included four sections: (1) demographic information; (2) frequency of exposure to traditional teaching methods (e.g., lecture-based instruction, repetition drills, shadowing exercises); (3) perceived effectiveness of these methods measured on a 5-point Likert scale (1 = very ineffective to 5 = very effective); and (4) challenges encountered during training, including cognitive overload, lack of real-time simulation, and limited feedback. The questionnaire was pilot-tested with 8 students to ensure clarity and reliability.

For the qualitative component, semi-structured interviews were conducted with 12 participants (8 students and 4 instructors). The interview protocol focused on participants' experiences with traditional training methods, perceived gaps between classroom practice and real interpreting conditions, and suggestions for improvement. Interviews lasted approximately 30–40 minutes, were conducted in Uzbek or English, and were audio-recorded and transcribed verbatim. Previous studies have highlighted the importance of qualitative insights in uncovering hidden challenges in interpreter training environments [Setton & Dawrant, 2016; 145].

Procedure. Data collection took place over a two-month period (February–March 2026). The questionnaire was distributed in both printed and digital formats during regular class sessions to ensure accessibility and a higher response rate. Participation was voluntary, and confidentiality was guaranteed.

Interviews were scheduled individually with selected participants and conducted in a quiet academic setting within the institute. The researcher ensured that all participants were informed about the purpose of the study and their right to withdraw at any stage. This procedure ensured ethical compliance and minimized potential bias in responses.

Data analysis. Quantitative data were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations, to identify general trends in the perceived effectiveness of traditional methods. Comparative analysis was also conducted to examine differences between student and instructor perspectives. Statistical analysis was performed using SPSS software.

Qualitative data were analyzed through thematic analysis following Braun and Clarke's six-phase framework. This included data familiarization, coding, theme development, and interpretation. The analysis revealed recurring themes such as cognitive overload, insufficient real-time practice, and lack of adaptive feedback. The integration of quantitative and qualitative findings allowed for a more comprehensive understanding of the limitations of traditional interpreter training methods. Similar analytical approaches have been widely used in recent translation studies research to ensure methodological rigor and depth [Li, 2022; 67].

Results

Current Use of Traditional Methods in Interpreter Training. Survey results revealed that traditional methods remain dominant in simultaneous interpreter training at Samarkand State Institute of Foreign Languages. A total of 82.8% (n=48) of student participants reported that lecture-based instruction and repetition exercises constitute the primary mode of training. Among these, shadowing exercises were identified as the most frequently used practice method (76.0%), followed by memorization-based tasks (62.1%) and teacher-led translation drills (58.6%).

Despite their widespread use, only 34.5% of participants considered these methods highly effective for developing real-time interpreting skills, indicating a significant gap between usage and perceived effectiveness. These findings are consistent with previous research highlighting the limitations of traditional approaches in fostering rapid cognitive processing [Gile, 2009; 201].

Table 1. Traditional methods used in simultaneous interpreter training

	Method	Primary function	Skills development	% Users (n=58)
1	Lecture-based instruction	Theoretical knowledge delivery	Listening, note-taking	82.8%
2	Shadowing exercises	Repetition	Listening,	76.0%

		<i>of audio input</i>	<i>speaking</i>	
3	<i>Memorization tasks</i>	<i>Retention of terminology</i>	<i>Memory</i>	62.1%
4	<i>Translation drills</i>	<i>Sentence-by-sentence translation practice</i>	<i>Reading, writing</i>	58.6%
5	<i>Note-taking exercises</i>	<i>Structured information recording</i>	<i>Listening, analysis</i>	46.5%

Interpretation of Table 1

As shown in Table 1, lecture-based instruction dominates interpreter training, reflecting a strong reliance on theoretical frameworks rather than practical application. While shadowing exercises are widely used and somewhat aligned with real-time processing, other methods such as memorization and translation drills fail to simulate authentic interpreting conditions.

Notably, note-taking exercises were used by less than half of the participants (46.5%), despite being a critical skill in professional interpreting. This suggests an imbalance in skill development, where essential competencies are underemphasized. Similar patterns have been observed in recent studies, which argue that traditional training often neglects interactive and adaptive learning strategies [Li, 2022; 70]. *Perceived effectiveness and limitations*

Participants evaluated the effectiveness of traditional methods using a 5-point Likert scale. The overall mean score was 2.9 out of 5 (SD = 0.84), indicating moderate to low satisfaction. The highest-rated aspect was vocabulary acquisition (mean = 3.6), while the lowest scores were recorded for real-time decision-making (mean = 2.3) and multitasking ability (mean = 2.1).

A significant proportion of students (68.9%) reported experiencing cognitive overload during simultaneous interpreting tasks, particularly when transitioning from theoretical learning to practical performance. Instructors also noted that students struggled with processing speed and information retention under time pressure. These findings align with the cognitive load theory, which emphasizes the need for training methods that reflect real-time processing demands [Sweller, 2019; 58].

Qualitative findings: emerging themes

Thematic analysis of interview data revealed three major limitations of traditional methods: (1) lack of real-time simulation – participants emphasized that classroom exercises rarely replicate the pressure and unpredictability of live interpreting situations; (2) limited feedback mechanisms – feedback was often delayed and generalized, reducing its effectiveness in skill improvement; (3) insufficient Use of Technology – Most training sessions did not incorporate digital tools or authentic audiovisual materials.

One participant noted: “We learn theory well, but when it comes to real interpreting, we feel unprepared and slow.” This reflects a broader concern about the disconnect between training and professional practice. Similar concerns have been documented in interpreter training research, where experiential learning is considered crucial for skill acquisition [Setton & Dawrant, 2016; 182].

Additional statistical insights

Cross-analysis between experience level and perceived effectiveness showed that senior students (3rd–4th year) rated traditional methods significantly lower (mean = 2.6) compared to

junior students (mean = 3.2). This suggests that increased exposure to interpreting practice leads to greater awareness of methodological limitations.

Furthermore, instructors with more than 10 years of experience were more likely (71.4%) to acknowledge the need for methodological reform compared to less experienced teachers (42.8%). This indicates a growing recognition of the inadequacy of traditional approaches in modern interpreter training contexts.

Discussion

Interpretation of findings

The findings of this study highlight significant limitations in traditional methods used for training simultaneous interpreters. The dominance of lecture-based instruction, repetition exercises, and memorization tasks demonstrates a strong reliance on passive learning strategies. While these methods contribute to theoretical knowledge acquisition, they appear insufficient in developing real-time interpreting competence. This result supports the argument that interpreting is a highly complex cognitive activity requiring dynamic skill integration rather than static knowledge accumulation [Pöchhacker, 2016; 73].

Moreover, the reported gap between the high frequency of traditional method usage and their relatively low perceived effectiveness indicates a structural issue within interpreter training systems. Similar findings have been reported in recent studies, where traditional pedagogy was found to inadequately address multitasking and time-pressure conditions inherent in simultaneous interpreting [Albl-Mikasa, 2013; 19]. The prevalence of cognitive overload among participants further confirms that existing methods do not sufficiently prepare students for real-time processing demands.

Evaluation and analysis

From an analytical perspective, the results can be classified into three major conceptual categories: cognitive limitations, pedagogical limitations, and contextual limitations.

First, cognitive limitations relate to the inability of traditional methods to simulate authentic interpreting conditions. The low scores in real-time decision-making and multitasking skills suggest that students are not exposed to adequate practice under pressure. This aligns with findings that emphasize the importance of situated learning environments in interpreter training [Risku, 2014; 345].

Second, pedagogical limitations stem from the lack of interactive and student-centered approaches. Traditional teaching often prioritizes teacher-led instruction, leaving limited space for autonomous learning and critical thinking. Research shows that learner-centered and experiential approaches significantly enhance interpreting performance and adaptability [Kiraly, 2015; 88].

Third, contextual limitations include the insufficient integration of technology and real-world materials into training programs. In the modern educational landscape, digital tools and simulation-based platforms play a crucial role in bridging the gap between theory and practice. However, the findings indicate that such tools are rarely used in the observed context. This confirms earlier studies suggesting that technology-enhanced learning environments are essential for developing professional interpreting skills [Fantinuoli, 2018; 156].

Furthermore, the differences observed between junior and senior students suggest that increased exposure to interpreting practice leads to greater awareness of methodological shortcomings. This reflects a developmental perspective, where learners gradually recognize the inadequacy of traditional approaches as they gain experience [Hubscher-Davidson, 2013; 217].

The study also provides evidence supporting the hypothesis that traditional methods alone are not sufficient for effective interpreter training. As noted in previous research, hybrid models

combining theoretical instruction with practical simulation and feedback mechanisms are more effective in developing interpreting competence [Sawyer, 2019; 134].

Conclusion

In conclusion, the discussion confirms that while traditional methods remain widely used, they have substantial limitations in preparing students for the realities of simultaneous interpreting. The findings demonstrate the need for a shift towards more interactive, technology-supported, and practice-oriented approaches. However, the study is not without limitations. The research was conducted within a single institution, which restricts the generalizability of the findings. Additionally, the sample size, although sufficient for exploratory analysis, may not fully represent broader interpreter training contexts. Future research should expand the scope by including multiple institutions and incorporating longitudinal data to track skill development over time.

Another limitation lies in the focus on student and instructor perceptions, which may be subjective. Further studies could integrate performance-based assessments and experimental designs to provide more objective evidence.

In terms of future directions, it is recommended to explore the implementation of simulation-based training, AI-assisted tools, and adaptive learning systems in interpreter education. Investigating these approaches could provide valuable insights into how traditional methods can be effectively complemented or replaced in modern training environments.

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