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PROFESSIONAL COMPETENCE AND SKILLS OF SIMULTANEOUS INTERPRETERS

Kuldoshov Uktam
Samarkand State Institute of Foreign Languages
kuldashovuktamjon@gmail.com
Hasanova Rushana Zafarovna
Samarkand State Institute of Foreign Languages
rushanahasanova03@gmail.com
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Abstract. The research highlights the professional competencies required for simultaneous interpreters, including linguistic proficiency, cognitive flexibility, stress management, cultural awareness, and rapid decision-making abilities. By comparing the experiences of the European Union and Uzbekistan, the article identifies both achievements and existing challenges in the field. The findings demonstrate that while the European Union has established a highly developed interpreting system supported by advanced technologies and specialized training institutions, Uzbekistan is currently undergoing a process of modernization and professional development in this sphere. The study concludes that improving technological resources and strengthening interpreter education are essential for enhancing the quality of simultaneous interpreting in Uzbekistan and integrating national practices into international standards.

Keywords: training institutions, process information, linguistic abilities, technological advancements, multilingual communication, digital conference systems

Introduction

Simultaneous interpreting is one of the most complex and demanding forms of translation, requiring interpreters to listen, process information, and reproduce speech in another language almost instantly. In the modern era of globalization, international cooperation, and multilingual communication, simultaneous interpreting has become an indispensable component of diplomacy, international organizations, political negotiations, scientific conferences, and global business relations. The growing interaction among countries and institutions has significantly increased the demand for highly qualified interpreters who are capable of ensuring accurate and efficient communication across linguistic and cultural boundaries.

The quality of simultaneous interpreting is influenced not only by the linguistic abilities of interpreters but also by the technological environment in which interpretation takes place. Modern interpreting technologies, including digital conference systems, soundproof booths, wireless headsets, online interpreting platforms, and artificial intelligence-based support tools, have transformed the profession and improved communication efficiency. Technological advancements help interpreters maintain concentration, reduce external noise, and deliver more precise interpretations during high-level international events. As a result, professional competence and technological support have become closely interconnected elements in the field of simultaneous interpreting.

The European Union is considered one of the world's leading multilingual institutions, operating with twenty-four official languages and maintaining one of the largest simultaneous interpreting systems globally. Its institutions have established advanced technological infrastructures and professional training mechanisms that ensure high standards of multilingual communication. Interpreters working within European Union institutions undergo specialized preparation and continuous professional development in order to meet the complex demands of international communication.

In contrast, Uzbekistan has recently shown increasing interest in the modernization of translation and interpreting services due to expanding international relations, diplomatic

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activities, and participation in global organizations. The development of simultaneous interpreting in Uzbekistan is gradually progressing through improvements in educational programs, international cooperation, and the introduction of modern technical equipment in conferences and official events. However, challenges still remain in areas such as technological accessibility, specialized interpreter training, and the establishment of unified professional standards.

This article aims to analyze the relationship between technological support and professional competence in simultaneous interpreting by comparing the experiences of the European Union and Uzbekistan. The study focuses on identifying the major technological tools used in simultaneous interpreting, examining the professional skills required for interpreters, and evaluating the similarities and differences between the interpreting systems of the two contexts. Through comparative analysis, the research seeks to demonstrate how technological modernization and professional development contribute to the effectiveness and quality of simultaneous interpreting in international communication.

Materials and methods. This study applies a comparative and qualitative research methodology to investigate the role of technological support and professional competence in simultaneous interpreting within the contexts of the European Union and Uzbekistan. The research is based on the analysis of academic literature, institutional reports, conference interpreting practices, and modern studies related to interpreting technologies and interpreter training systems.

The comparative method was used to identify similarities and differences between the interpreting systems of the European Union and Uzbekistan. Special attention was given to technological infrastructure, interpreter education, working conditions, and professional standards in both contexts. The study also examined the practical application of simultaneous interpreting technologies, including digital conference systems, interpreting booths, remote simultaneous interpreting platforms, wireless audio equipment, and artificial intelligence-assisted interpreting tools.

Theoretical sources published within the last decade were selected to ensure the relevance and reliability of the research. Scientific articles, conference proceedings, books on translation studies, and official documents concerning multilingual communication and interpreting policies were analyzed. In addition, descriptive and analytical methods were applied to evaluate the effectiveness of technological innovations in simultaneous interpreting and their influence on interpreter performance.

The research further focuses on professional competence as a multidimensional concept that includes linguistic knowledge, intercultural communication skills, cognitive flexibility, stress resistance, memory capacity, and rapid information processing abilities. By integrating technological and professional perspectives, the study aims to provide a comprehensive understanding of the current development of simultaneous interpreting in both regions.

Results

The analysis demonstrates that technological support significantly improves the efficiency and quality of simultaneous interpreting in multilingual environments. The experience of the European Union reveals that advanced interpreting technologies contribute to greater accuracy, faster information processing, and improved working conditions for interpreters. In contrast, Uzbekistan is still developing its technical infrastructure and interpreter training systems, although positive changes have become increasingly visible in recent years.

Several scholars emphasize the importance of technology in modern interpreting practices. According to Fantinuoli (2018), artificial intelligence and computer-assisted interpreting tools can improve terminology management and reduce cognitive pressure during simultaneous interpreting. Rodríguez Melchor and Walsh (2020) argue that remote simultaneous interpreting platforms became especially important during the global digital transformation of international communication. Similarly, Braun (2019) notes that remote interpreting technologies expand

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multilingual communication opportunities while also creating new professional challenges for interpreters.

Research findings also indicate that interpreter competence remains the central factor influencing interpreting quality. Pöchhacker (2016) states that simultaneous interpreters must combine linguistic mastery with rapid analytical thinking and high concentration levels. Setton and Dawrant (2016) emphasize that successful interpreters require not only language proficiency but also advanced listening, memory, and multitasking abilities. Furthermore, Gile (2018) explains that cognitive overload is one of the greatest difficulties in simultaneous interpreting, especially during fast-paced multilingual conferences.

The study additionally reveals that technological competence has become an essential professional requirement for interpreters. Moser-Mercer (2020) highlights that interpreters must adapt to digital platforms and virtual interpreting environments in order to remain professionally competitive. According to Roziner and Shlesinger (2019), remote interpreting changes traditional communication dynamics and requires interpreters to develop new technical and psychological skills. Sandrelli (2021) also points out that interpreter training institutions increasingly integrate digital simulation technologies into their educational programs.

In the context of Uzbekistan, the research shows gradual progress in simultaneous interpreting education and conference technologies. Universities and international forums have started introducing modern interpreting equipment and training practices. However, compared to the European Union, limitations remain in the availability of specialized laboratories, technological resources, and internationally standardized interpreter preparation systems. The findings suggest that strengthening cooperation with international institutions and investing in technological modernization could significantly improve the quality of simultaneous interpreting in Uzbekistan.

Overall, the results confirm that effective simultaneous interpreting depends on the balanced integration of advanced technology and professional competence. Technological innovation alone cannot guarantee interpreting quality without highly skilled interpreters, while professional expertise becomes less effective in the absence of suitable technical support.

Discussion

The findings of this study demonstrate that simultaneous interpreting has evolved into a highly technology-dependent profession in the twenty-first century. Modern multilingual communication increasingly requires interpreters to work in technologically advanced environments where digital systems, remote platforms, and artificial intelligence tools support communication processes. The experience of the European Union illustrates how institutional investment in technological infrastructure and interpreter education can ensure effective multilingual interaction at the international level.

One of the most significant developments in recent years has been the expansion of remote simultaneous interpreting. Although remote technologies provide flexibility and broader access to international events, they also create psychological and cognitive challenges for interpreters. Reduced physical interaction with speakers, technical interruptions, and increased mental fatigue may negatively affect interpreting quality. Therefore, technological development should be accompanied by specialized professional training that prepares interpreters for digital working environments.

The comparative analysis also reveals that professional competence remains the foundation of successful simultaneous interpreting. Advanced equipment cannot replace the interpreter's linguistic accuracy, intercultural awareness, analytical thinking, and rapid decision-making abilities. Highly qualified interpreters are capable of adapting to stressful situations, processing information quickly, and maintaining communication efficiency even under significant cognitive pressure.

In the case of Uzbekistan, the development of simultaneous interpreting reflects the country's growing participation in international diplomacy, economic cooperation, and global academic

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exchange. The modernization of conference technologies and educational programs indicates positive progress; however, additional reforms are still necessary to achieve international standards comparable to those of the European Union. Greater investment in interpreter training centers, technological laboratories, and international exchange programs could contribute to the formation of a more competitive interpreting system.

The study ultimately confirms that the future of simultaneous interpreting depends on the successful combination of professional competence and technological innovation. Sustainable development in this field requires continuous education, institutional support, and the integration of modern technologies into interpreter training and professional practice.

Conclusion

In conclusion, the study demonstrates that technological support and professional competence are two interconnected factors that determine the effectiveness and quality of simultaneous interpreting in modern multilingual communication. The comparative analysis between the European Union and Uzbekistan shows that advanced technologies, including digital conference systems, remote interpreting platforms, and artificial intelligence-assisted tools, significantly improve interpreting efficiency and communication accuracy. At the same time, the research confirms that technology alone cannot ensure successful interpretation without highly qualified professionals who possess strong linguistic, cognitive, and intercultural competencies.

The experience of the European Union reflects a well-developed and institutionalized interpreting system supported by modern technological infrastructure and specialized interpreter training programs. In contrast, Uzbekistan is currently undergoing a process of modernization in the field of simultaneous interpreting through the introduction of new technologies, educational reforms, and increased international cooperation. Although notable progress has been achieved, challenges related to technical resources, professional preparation, and standardized training systems still remain

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