

EMOTIONAL REGULATION COMPETENCE IN SIMULTANEOUS INTERPRETING TRAINING: A LINGUODIDACTIC PERSPECTIVE

Muxlisa MAHMUDJONOVA

Masters' student of Translation faculty, UzSWLU

makhmudjonovamukhlisa@gmail.com

Abstract. *Simultaneous interpreting is one of the most stressful forms of language mediation. Interpreters must listen, process, translate, and speak almost at the same time, which creates strong emotional pressure and increases the risk of anxiety and performance breakdowns. However, emotional regulation is rarely included as a separate component in interpreter training. This article examines the role of emotional regulation competence in simultaneous interpreting and argues for its integration into linguodidactic practice.*

Keywords: *emotion regulation, simultaneous interpreting, linguodidactics, interpreter training, cognitive load, anxiety*

Introduction

Simultaneous interpreting (SI) requires interpreters to work under constant time pressure, manage complex cognitive processes, and maintain high accuracy. For students, this situation is especially stressful, and emotional reactions often interfere with their performance. Feelings of panic, fear of mistakes, high self-expectations, and stressful training conditions can reduce concentration and lead to errors. Despite this, interpreter training traditionally focuses on linguistic, technical, and cognitive skills. Emotional regulation competence is the ability to understand, monitor, and manage one's emotional reactions during interpreting which is rarely addressed in a systematic way.

This oversight creates a pedagogical gap. Research in psychology shows that emotions significantly influence attention, memory, and decision-making, all of which are central to interpreting performance. When emotional arousal exceeds a controllable threshold, the cognitive system becomes overloaded, and the interpreter cannot efficiently process incoming information. For this reason, emotional regulation competence should be considered an essential component of interpreter training. The purpose of this article is to provide a clear understanding of emotional regulation as a professionally relevant skill, explain its importance through theoretical models, and offer practical strategies for integrating it into linguodidactic practice.

Theoretical Foundations of Emotion Regulation

2.1 The Process Model of Emotion Regulation (James Gross)

James Gross's process model of emotion regulation provides a solid theoretical basis for understanding how interpreters can manage their emotional states during performance. Gross distinguishes between **antecedent-focused** and **response-focused** strategies.

➤ Antecedent-focused strategies (e.g., cognitive reappraisal – changing how we interpret a situation)

➤ Response-focused strategies (e.g., suppression – hiding or holding back emotional expression)



Antecedent-focused strategies, such as cognitive reappraisal, occur before the full emotional reaction is triggered and involve modifying one's interpretation of a stressful situation. For example, an interpreter may reframe a difficult speech as a learning opportunity rather than a threat to their competence. This type of strategy reduces emotional intensity and therefore preserves cognitive resources.

In contrast, response-focused strategies, such as emotional suppression, occur after an emotional reaction has already been triggered. Suppression requires effort and increases physiological stress, making it an inefficient strategy during simultaneous interpreting, where cognitive capacity is already strained. Gross's theory therefore highlights the importance of teaching interpreters proactive regulation strategies rather than reactive ones. His model shows that emotions can be managed in practical, learnable ways, which supports the inclusion of emotional regulation training in interpreter education.

2.2 Developmental and Educational Views (Nancy Eisenberg)

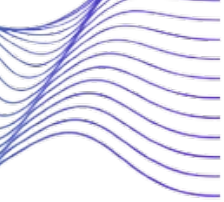
Nancy Eisenberg's work expands the discussion of emotional regulation by emphasizing its developmental and educational dimensions. Eisenberg argues that emotional regulation is closely tied to attention control, self-monitoring, and behavioral flexibility skills that are essential for successful interpreting. Importantly, she demonstrates that emotional regulation can be taught and improved through guided practice, reflective activities, and supportive learning environments. This perspective aligns naturally with linguodidactic principles, which view learning as a structured and scaffolded process. If emotional regulation can be developed through educational methods, then interpreter training programs should include targeted activities designed to strengthen students' regulation skills alongside their linguistic and cognitive competencies.

Emotional Challenges in Simultaneous Interpreting

Simultaneous interpreting involves performing several complex cognitive operations at once, including listening, comprehension, short-term memory retention, linguistic reformulation, and speech production. When combined with time pressure and external expectations, these tasks generate significant emotional strain. Students frequently report feelings of anxiety, panic, embarrassment, and cognitive overload during early SI training. These emotional reactions are often triggered by factors such as rapid speech rate, unfamiliar terminology, unclear structure in the source speech, or technical problems with interpreting equipment. In addition, the presence of peers or instructors may create a sense of evaluation pressure, increasing the emotional intensity of the task.

These emotional states, if unmanaged, directly affect performance. High anxiety reduces attentional focus, disrupts memory functioning, and leads to premature or delayed production. Students may freeze, speak too slowly, or lose track of the original message. Over time, repeated negative experiences can also decrease motivation and confidence. Without tools for managing these reactions, students may develop avoidance behaviors, disengage from practice, or fail to reach professional performance levels. Therefore, identifying and addressing the emotional challenges of SI is essential for effective interpreter training.

Cognitive Load and Emotional Regulation in Interpreting



Daniel Gile's Effort Model provides a valuable framework for understanding how emotional reactions interfere with interpreting performance. According to Gile, simultaneous interpreting requires the coordination of several cognitive efforts: listening and analysis, production, memory, and coordination. All of these efforts compete for limited cognitive resources. When an interpreter experiences strong emotional arousal such as nervousness, frustration, or fear, part of their cognitive capacity is diverted toward managing or simply experiencing this emotional state. As a result, fewer resources remain available for listening, processing meaning, and producing accurate output. This leads to typical interpreting errors such as omissions, distortions, or breakdowns in fluency.

Eugene Nida's contributions, while primarily focused on translation, also emphasize the importance of psychological and situational factors in language mediation. His recognition of the translator's internal state supports the view that emotional stability is necessary for high-quality linguistic performance. Together, these theories illustrate that emotional regulation is not an optional addition to interpreting training, rather, it is a fundamental factor influencing cognitive efficiency and overall quality during simultaneous interpreting.

Developing Emotional Regulation Competence in Interpreter Training

Emotional regulation competence can be systematically developed through structured pedagogical intervention. This article proposes a practical linguodidactic model consisting of four interconnected components: **awareness training, rapid regulation strategies, controlled exposure to stress, and reflective analysis.**

The first component, awareness training, helps students identify the emotional triggers that disrupt their performance. Through reflective journals, guided discussions, and short feedback sessions, students become more aware of patterns in their reactions, such as increased tension during fast speeches or fear of making mistakes in front of peers. Awareness is the foundation for effective regulation.

The second component involves rapid emotional regulation techniques that interpreters can use during or between interpreting segments. These techniques may include controlled breathing exercises, cognitive reappraisal strategies, short grounding techniques, and micro-pauses that help the interpreter restore focus. Teaching students how to apply these strategies quickly and efficiently is essential, since SI does not allow for long recovery periods.

The third component, gradual exposure to stressful conditions, aims to build students' psychological resilience. Instead of shielding students from difficult tasks, instructors can slowly introduce challenges such as increased speech rate, emotionally charged topics, or simulated conference conditions. This controlled escalation helps students adapt to pressure rather than become overwhelmed by it.

Finally, reflective analysis enables students to integrate emotional regulation into their professional identity. After each SI training session, students can discuss their emotional responses and evaluate which strategies were effective. This reflection strengthens metacognitive awareness and allows students to take ownership of their emotional development.

As a conclusion, emotional regulation competence is a critical but often overlooked element of simultaneous interpreting. Research by Gross and Eisenberg demonstrates



that emotional regulation is both essential for cognitive performance and fully trainable through education. Gile's Effort Model and Nida's contributions further confirm that emotional states influence the interpreter's cognitive capacity and linguistic decisions. Integrating emotional regulation training into interpreter education can significantly improve accuracy, fluency, and confidence among students. It also prepares them for real professional challenges, where emotional stability is as important as linguistic and technical skill. Future research should explore the most effective teaching methods for developing emotional regulation competence and examine how this competence evolves as students become professional interpreters.

REFERENCES

1. Eisenberg, N. (2000). Emotion, regulation, and moral development. *Annual Review of Psychology*, 51, 665–697.
2. Gile, D. (1995). *Basic Concepts and Models for Interpreter and Translator Training*. John Benjamins.
3. Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2(3), 271–299.
4. Gross, J. J. (Ed.). (2007). *Handbook of Emotion Regulation*. Guilford Press.
5. Kurz, I. (2003). Physiological stress during simultaneous interpreting: A comparison of experts and novices. (studies on interpreting stress, see physiological stress literature).
6. Gumul, E. (2021). Reporting stress in simultaneous interpreting: Sources, coping and prevention strategies.
7. Nida, E. A. (1964). *Toward a Science of Translating*.
8. Абдуганиева D. (2023). Анализ невербальной культуры последовательного переводчика. *Зарубежная лингвистика и лингводидактика*, 1(1), 36–42.