

Features of Teaching the Chinese Language at Elementary School

Toyirova Musharraf Hakimjonovna

Master of Samarkand State Institute of Foreign Languages

Annotation: The article examines the features of teaching the Chinese language to primary school students. It is proved that in the first month of study, learning Chinese for two hours a week, a student can fully master no more than 5-6 hieroglyphs.

Key words: Chinese language, hieroglyphs, structural features of the Chinese language, phonetics, articulation, writing, game forms of learning, methodology, primary school.

Currently, the topic of teaching methods of the Chinese language is widely covered in scientific articles, due to the growing popularity of the Chinese language in Uzbekistan. Our life and speech are under the control and influence of modern technologies and the media, more and more dependent on mass culture [1, p. 82]. There is an acute issue of the lack of specialists who could teach Chinese in schools. In the Uzbek system of general education, there are mandatory qualification requirements for teachers. So, experts must have a pedagogical education. There are frankly few people with knowledge of the Chinese language striving to work at school, or rather, practically none. It is especially important to have pedagogical skills for people working in primary schools. The main task of the teacher at the initial stage is not just to acquaint one with the language, but to instill a love for it, to create a motivational field for its further study.

Due to globalization and the expansion of economic ties with China, Uzbekistan all acutely feel the need in specialists with knowledge of the Chinese language, and especially owning his method of teaching. Naturally, the earlier a person begins to learn Chinese, the faster and easier he adapts to the structure of the language, its peculiarities, phonetics, and culture. Adult man harder to adapt to the language, than a child in connection with the fact that he has already gained some experience. Everything he meets in life, he considers through the prism of this experience. Different experiences lead to different success in language acquisition. Children are not burdened with unnecessary or interfering with the development of new knowledge.

Teaching any subject has its own specific goals, which act as a starting point. To achieve their goals, a competent formulation of tasks is necessary, the implementation of which will help to better master the content of the subject and select the optimal educational material [2]. It is necessary to approach this especially carefully in the elementary grades. When a child is just getting to know the Chinese language, you need to have a good idea of what the teacher's goals are in order to correctly formulate the tasks. At the initial stage, it is important to lead the update themselves the principles of transparency, clarity, accessibility, usability (applicability). The material that is given at the initial stage of training should be simple, explained in an extremely accessible way and actively used by students in the lesson.

In the Republic there are some schools, where the Chinese language is taught as a subject, evaluation of which goes to the diploma. At the same time, no more than three hours a week are allocated to the Chinese language (mostly one or two hours).

In addition to the tasks associated with language learning, the teacher is faced with the question of stimulating the motivational field. It should interest the child in the Chinese language, its structure and features, which is quite difficult. At the initial stage of learning, the Chinese language attracts, having a specific script, but then it repels many students due to the difficulty of memorizing hieroglyphs. Therefore, the teacher in the primary grades often uses various kinds of games, which significantly reduces the number of lessons that are strictly devoted to studying the program.

The entire teaching process is complicated by the special writing, tonality and phonetic structure of the Chinese language. The students' speech apparatus is not used to unusual pronunciation (although it should be noted that the younger the child, the faster his speech apparatus adapts to articulation), his brain is not used to memorizing and perceiving writing at such a pace. All this requires teaching the mind and memory of a student

to work in a special way, which seems to be quite difficult in 2 hours a week. The teacher is faced with a whole range of tasks: 1) master the material within a certain period of time, 2) repeat it to check residual knowledge, 3) maintain children's interest in the Chinese language, 4) present material creatively and in a playful way .

Introduction to Chinese language begins with the development of several things at once: it and feed phonetics with tones, and the representation of writing, and updating the vocabulary stock, and familiarity with cultural characteristics. So how for the first class, on our opinion, is the amount of information, and especially writing, difficult to perceive, we suggest not to consider writing as an end in itself. It is possible to study several hieroglyphs. Children do not perceive abstract concepts, so you should preferably choose the names of the objects of the surrounding world, animals, colors and so on. In the first class are also not recommended to give the home setting, which complicates the process of prescribing and storing characters. It is impossible to master a large number of hieroglyphs in two hours a week and in the absence of homework .

The process of storing characters as a child, so and adults is complicated by the following factors: our minds are not accustomed to perceive the image of a large number of components as the writing, memory does not learn how to quickly memorize the characters of more than 5 traits; there is no slope in writing, an indication of reading in a hieroglyph (picture), the order of writing dashes (initially this complicates the process, then makes it easier); in Russian, the word and its sound are associated with some object or object, an abstract phenomenon. In the Chinese language, the word and sound are associated with the meaning and with the image of the hieroglyph, that is, the memory is loaded from two directions [3].

For students who begin to study Chinese in the second, third or fourth grades, in the first year of learning the language, we propose to actively include both phonetics and hieroglyphics in the lesson content . In the second grade children already can give a home setting, therefore, have more opportunities to develop the characters. In writing hieroglyphs, homework plays an important role. It is necessary from the very beginning to form a culture of writing hieroglyphs in students . Students should understand that this is writing.

Children master foreign language vocabulary well on the basis of speech patterns, that is, they memorize the whole phrase well, without separating or analyzing its parts. Students, memorizing a phrase, cannot always divide it into parts and isolate the desired word if they do not know its sound or translation separately. Children are not inclined to a conscious analysis of the language, they analyze and learn the world around them. Learning Chinese stimulates the emergence of deliberate skills in analysis and synthesis at all levels of the language. However, the explanation of grammatical structures in a pure form and accentuation of attention on them do not lead to success at the initial stage.

In connection with the above structural features of the Chinese language, we believe that two hours a week is not enough for effective learning, the amount of time should be increased. It is important to tell parents about the structural features of the Chinese language, asking them to pay attention to the inclusion of these features run-time children home jobs, so how in the initial stage of the great role of parental control to achieve a good result.

In this way, when provided allocation of two hours in the week to study the Chinese language in the first month of training optimally work on memorization is not more than 5-6 characters, so at this time the brain of students accustomed to a new form of writing and culture, speech apparatus student adapts to the unusual phonetics. Learning material must be adapted to the realities of Uzbek tion of reality and apply in practice.

References

1. Yan Yanmin. Liuxingyu yu wenhualaiyuan // Shangqiu zhiye jishuxueyuan xuebao. 2009. Vol. 8, no. 1. P. 80– 82.
2. Vlasyuk D.G. Game methods of teaching the Chinese language [Electronic resource] // Russian-Chinese educational and scientific center Confucius Institute of the Russian State University for the Humanities. URL: <http://www.confucius-institute.ru/conferences/the-reports-of-the-seminars/588/> (date accessed: 03/10/2016).
3. Methodological guide for teachers of the Chinese language / A.R. Alikberova, S.Yu. Glushkova, R.V. Kazan, 2017. 70 p.

4. Leontiev, A. N. Psychological foundations of child development and education / A.N. Leontiev; ed. A.A. Leontiev, D.A. Leontyev. Moscow: Smysl 2009. 509-519 p.
5. Lomakina, G.R. Early teaching of a foreign language: pros and cons / G.R. Lomakina, A.A. Laer // Young Scientist. - 2014. - No. 20. 597-599p.
6. Azarov Yu. P. Family pedagogy. Series "Master of Psychology". - SPb: Publishing house "Peter", 2011. - 400 p.
7. Pestalozzi I. G. Selected pedagogical works: in 2 volumes. Vol. 2. - M.: Pedagogika, 1981 .-416 p.
8. Rousseau J.-J. Pedagogical works in 2 volumes. Volume 1. Emil, or About education. - M.: Pedagogika, 1981 .- 656 p.